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ABSTRACT

This fifth annual report presents background information on the development and revision of performance indicators for higher education in California. The report describes the scope of the current set of 80 performance indicators, identifies recent trends, and delineates recent developments and future plans related to the set of indicators. The higher education performance indicators are divided into five categories: (1) characteristics of California's population; (2) fiscal support; (3) student preparation for college; (4) student access to college; and (5) student outcomes. Recent developments highlighted include: $100 million for a new program, "Partnership for Excellence," which distributes funds to districts on a per-student basis to improve student performance; planned administration in early 1999 of the Student Needs and Priorities Survey at California State University; and ongoing development at the University of California of reliable student survey instruments. Emphasis is on institutional accountability in achieving demonstrable improvements in student knowledge, capacities, and skills. Three fact sheets summarize data on the following topics: "Preparation of California Public High School Graduates for College, 1994 to 1997," "First-Time Freshmen in California Colleges and Universities, Fall 1997," and "New Community College Transfer Students at California Public Universities". The relevant state statutes are appended. (DB)

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PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1998

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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DECEMBER 1998

COMMISSION REPORT 98-8

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Summary

This report is the fifth annual report on performance indicators of California higher education prepared by California Postsecondary Education Commission pursuant to Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). The report presents background on the development and recent revision of California's performance indicators for higher education, describes the scope of the current set of indicators reported by the Commission including highlights of recent trends based on current information, delineates some recent developments, as well as future plans, related to these indicators and includes the full set of 80 performance indicators.

The higher education performance indicators are divided into five categories: Characteristics of California's Population, Fiscal Support, Student Preparation for College, Student Access to College, and Student Outcomes.

Additional copies of the report may be obtained from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938; telephone (916) 445-7933. This report is available on the Internet; please visit the Commission's home page at www.cpec.ca.gov for further information. Questions about the substance of the report may be directed to Jeanne Suhr Ludwig, senior policy analyst of the Commission, at (916) 322-8001, or from Marc C. Irish, assistant director of the Commission for information systems and administration, at (916) 322-8002.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1998

The Fifth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
1303 J Street • Suite 500 • Sacramento, California 95814-2938

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PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1998

Introduction

This report is the fifth in a series of reports on performance indicators of California higher education. It presents background on the development, and subsequent revision, of performance indicators in California, describes the scope of the current set of indicators reported by the Commission, and delineates recent developments related to performance indicators for California higher education.

Origins of the report

In 1991, the California Legislature passed and the Governor signed Assembly Bill 1808 (Hayden, Chapter 741 of the Statutes of 1991). This statute declares the intent of the legislation as follows:

> . . . demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

The statute directed the California Postsecondary Education Commission to develop an annual report that provides information to the citizens of California on significant indicators of performance of California's colleges and universities. It instructed the Commission to develop the format and content of the report in cooperation with the state's public colleges and universities.

Over a two-year period, the Commission developed a set of performance indicators in response to the legislation with the cooperation of the systems of higher education in California. A number of conditions present during these developmental discussions forced limitation on their scope. The breadth and complexity of California public higher education made the development of measures of performance that were comparable across systems very challenging. California has three unique – but complementary – systems of public higher education. Moreover, educational options beyond high school are further enhanced by a wide array of independent colleges and universities and by private postsecondary and vocational educational opportunities. By force of the Master Plan for Higher Education in California, each system has its specific missions, goals, and student populations. Further, because of the fiscal constraints experienced by the Commission and the state's public institutions of higher education in the early 1990s, indicators were limited to those measures for which existing data were available and agreement was reached among the systems as to uniform definitions, usefulness, and validity.

In the latter half of this decade, State support for higher education in California improved. The Commission, recognizing the need to assess the current set of indicators and the possibility of developing new and more appropriate measures, reconvened the intersegmental advisory committee that developed the original set of indicators. This review process occurred in June 1998. This advisory committee reviewed the overall report organization and most of the indicators in the five major categories described below. A special subcommittee of financial aid officers for each system reviewed the indicators pertinent to student financial aid issues. This report and the current set of indicators reflect the recommendations of both the Advisory Committee and its special financial aid subcommittee. Their specific recommendations are highlighted in the following description of each performance indicator category.

Summary of the indicators

On the recommendation of the advisory committee, the indicators of higher education performance in California continue to be organized into five categories. Committee recommendations that impact indicators in all five sections included augmenting that data with national comparative information, wherever appropriate, and presenting gender comparisons, if such information is available. The following section briefly summarizes the scope of each section and describes major current trends.

Population context

The indicators in this section of the report contain information about the major demographic characteristics of the state's population in comparison to the population of the United States in general. Californians – in their roles as residents and taxpayers – are the major consumers of postsecondary education as well as the major source of its fiscal support. Characteristics and trends with respect to the California population are summarized below:

- The state's population is expected to grow by xx percent over the next two decades.
- This growth will be predominantly among the young – those under 19 years old – and the old – those over 60 years old.
- California has a very diverse population with a larger proportion of its residents who came from other countries than is the case nationally. This diversity is also expected to grow in the coming decades.
- A larger proportion of California's population is fluently bilingual and a larger proportion have limited English proficiency than in the nation as a whole.
- Unemployment rates within California have been steadily falling for the last four years. In 1997, decreases in the average unemployment rate occurred for all groups, except Black workers.

- While the proportion of California's population in 1990 without a high school diploma was similar to the proportion nationally, the proportion with a baccalaureate or higher degree exceeded the national population.
- Higher levels of degree attainment, while not directly tied to the state's postsecondary institutions, do contribute to higher average annual incomes – an indicator of the economic value of education in California.

Fiscal context Shifts in the level and sources of support for public higher education in California continue to be central to many policy discussions. Indicators in this section describe changes in General Fund support for higher education, student fees, student financial assistance, and estimates of revenues for instructional purposes at the state's postsecondary institutions. The indicators on undergraduate financial aid by system, II.E.1-3, have been redefined to improve consistency and comparability. Analyses of the proportions of undergraduates receiving financial assistance have been added to these indicators:

- From 1996-97 to 1997-98, growth in all State General Fund appropriations of 7.8 percent reflected the continuing improvement in the state's economy.
- While State General Fund support for higher education improved by five percent, its share of the General Fund decreased to 12.3 percent – far below its 1988-89 level of 15 percent.
- Student fee revenues in public higher education increased by three percent in 1996-97, even though student fee levels were unchanged for that year. For 1998-99, resident student fees at all three public systems have been decreased slightly while nonresident tuition at the University of California increased for the third straight year.
- Despite recent stabilization of resident student fees, the amount of financial assistance received by undergraduates in public higher education continued to grow, albeit at a somewhat slower rate of growth. Growth in loan assistance far outdistanced grant aid increases.
- In 1997-98, the number of available Cal Grants increased and the number of eligible applicants decreased. As a consequence, the ratio of eligible students to available awards improved to a six-year low of 2.7 to 1.
- In 1997-98, the California State University had the largest increase in the number of undergraduates receiving Cal Grants, while the University of California had the smallest increase for the second year. However, the University had recorded major increases in prior years. The number of undergraduates at the community colleges receiving Cal Grants also increased substantially in 1997-98.
- To supplement information about student fee levels, average annual living expenses derived from the 1994-95 Student Expenses and Resources Survey (SEARS), conducted by California Student Aid Commission, have been included

as an indicator. Living expenses, on the average, are about $5,000 for students living at home, about $8,000 for students living on campus, and about $8,400 for those living off campus.

- Comparative information on median family income and average student income by postsecondary educational system, as reported in the SEARS results, provided a context for information on student expenses.
- Average revenues for instructionally-related activities increased in 1996-97 as a result of improving institutional support budgets.

Student preparation for college

Information about changes among California high school students, particularly as they relate to their academic preparation for college, provides an essential context for postsecondary planning and evaluation. The indicators in this section examine changes in the demographic characteristics of the state's high school graduates as well as their college preparatory course-taking and college admission test-taking patterns.

- Students graduating from California high schools continued to increase in number and diversity. Population increases among young people and decreases in attrition rates contributed to this growth. The proportion of these students who had limited proficiency in English rose as well.
- The number and proportion of California high school students preparing for postsecondary education by completing a college preparatory curriculum continued to increase. This trend exists across all regions of the State, across genders, and across all racial-ethnic groups.
- A larger number and proportion of twelfth grade students took Advanced Placement tests, regardless of gender or racial-ethnic group.
- A larger number and proportion of California students took college admission tests and their scores, on the average, improved.
- Average grades of California students also improved.

While the individual indicators annually presented in this report show an improvement in the preparation of students for postsecondary education, the 1996 Eligibility Study results indicated that the proportion of public high school graduates who completed all of the requirements for admission to the state's public universities decreased between 1990 and 1996 – a period during which the admission requirements for systems increased.

Student access to college

Understanding college participation patterns of students is fundamental to an assessment of postsecondary programs and service delivery. The indicators in this section examine the changing enrollment patterns of entering students at several levels – first-time freshmen, community college transfer students, and graduate students.

- In Fall 1997, a larger number of recent high school graduates enrolled at the state's public universities than did in Fall 1996, while the number of community college first-time freshmen was relatively unchanged. However, the increase in freshmen did not quite keep pace with growth in the number of graduates. The result was a slightly lower college-going rate in 1997.
- Only Asian high school graduates increased their participation rate in postsecondary education in Fall 1997.
- In 1997-98, the number of new transfer students at the state's public universities declined for the second year in a row.
- While the number of community college students applying for transfer to the California State University increased, the decline in the enrollment of these students stemmed from lower admission rates that may be due to stricter enforcement of transfer requirements. On the other hand, at the University of California, the number of community college students applying for transfer decreased substantially, while the admission rate for these students increased.
- Graduate enrollments at independent colleges and universities expanded to a much greater extent than in either public university system. While graduate applications to the California State University increased substantially, the admission and enrollment rates decreased. As a consequence, a small increase in graduate enrollments occurred. At the University of California, the number of applicants and the number of admitted and enrolled graduate students were all very stable, yielding a very small increase in graduate enrollments.

Student outcomes

The collegiate experiences of students form the core of the enabling legislation's intent – to document changes in students' knowledge, capabilities, and skills resulting from their college education. The indicators in this section present the only currently available "outcome" measures for postsecondary education that have relatively uniform definitions across systems. These indicators include graduation and persistence rates and number of degrees awarded. The final indicator in this section describes the composition of the full-time instructional faculty in each system of education in California.

- Five-year graduation and persistence rates among regularly admitted freshmen at the State University improved substantially to 60 percent and increased slightly to 75 percent at the University. First-year persistence of these students improved at both systems to 81 percent and 92 percent, respectively.
- Five-year graduation and persistence rates among freshmen "admitted by exception" improved to 39 percent at the State University and to 49 percent at the University. However, the first-year persistence rates for these students decreased slightly to 71 percent and 82 percent, respectively.
- The three-year graduation and persistence rates of community college transfer students who were regularly admitted to public universities improved to 66

percent at the State University and 76 percent at the University. The first-year persistence rate for these students at the State University was stable at 82 percent but declined slightly at the University to 90.5 percent.

- Among community college transfer students who were "admitted by exception," their three-year graduation and persistence rates at the State University improved slightly to 51 percent and declined at the University to 54 percent. These trends paralleled changes in the first-year persistence rates for these students which improved to 74 percent at the State University and decreased to 78.5 percent at the University.
- In 1996-97, California Community Colleges posted substantial increases in the number of Associate of Art degrees and pre-baccalaureate certificates awarded.
- The number of Bachelors and Masters degrees awarded by the California State University in 1996-97 was smaller than their levels the previous year, which reflects the enrollment declines that occurred in this system in 1992-93.
- Degrees awarded by the University of California at all levels in 1996-97 increased slightly over the previous year.
- Independent colleges and universities posted substantial increases in baccalaureate and doctoral level degrees awarded in 1996-97, although somewhat fewer Masters degrees were awarded by these institutions.
- Women continued to increase their representation among the full-time instructional faculty in all educational systems. The racial-ethnic diversity of these faculty also expanded.

Recent developments

As noted in last year's report, the public higher education systems in California have been engaged in a range of activities related to institutional quality and accountability. The advisory committee discussed the current status of student learning outcomes for California higher education.

Community Community Colleges

In October, the Chancellor's Office completed its 1998 report, *The Effectiveness of California Community Colleges on Selected Performance Measures*. Developed in response to Assembly Bill 1725 (Statutes of 1988), this report includes 60 measures in five accountability areas: Student Access, Student Success, Staff Composition, and Fiscal Conditions. The Student Satisfaction indicators are still under development. The report is expected to be published in December 1998.

The Chancellor's Office of the California Community Colleges has been substantively involved in a statewide assessment of employment outcomes for students who participate in vocational training programs. While the outcomes of this assessment are unlikely to be available prior to this report's publication, these assessments may become important new indicators in future reports.

Finally, in the 1998-99 Budget Act, the California Community Colleges received $100 million for a new program "Partnership for Excellence." These funds will be distributed to districts on a per-student basis to improve the performance of students, as measured in a variety of ways. The Board of Governors will develop outcome measures and goals upon which future performance will be assessed. Beginning with the 2001-02 fiscal year, the Board will consider whether "Partnership for Excellence" funds should be allocated based on district performance. This effort holds considerable promise for establishing measures of student learning that might be available in the future to respond more adequately to the original intent of this report's enabling legislation.

California State University

In 1997, the California State University published *The Cornerstone Report* which described the system's comprehensive planning process. The Commission will closely monitor the variety of annual reports to be developed and published as a component of this planning process that will serve to inform the public regarding the system's performance.

One such effort to be implemented in early 1999 is the fifth administration of the *Student Needs and Priorities Survey (SNAPS). SNAPS* seeks indicators of the overall satisfaction of students with their campuses and academic programs. Additionally, the survey asks students to assess the importance of a wide range of campus services and programs and to provide their assessment of the effectiveness of these programs. The results of *SNAPS* may be available to illuminate the Commission's 1999 performance indicators report.

University of California

As mentioned in last year's report, the Office of the President of the University of California is involved in a collaborative activity with its campuses to develop reliable survey instruments that can be used by all campuses to collect the opinions of enrolled students and alumni. This effort seeks to understand better the ways in which undergraduates approach and evaluate their educational experiences. However, these efforts have not yet coalesced into a survey effort with a consistent set of assessment questions to which students on all campuses are asked to respond. The Commission staff will continue to monitor the University's progress in developing its student satisfaction surveys and its other assessment of student learning activities.

The University of California prepares two reports annually related to the issues of improving teaching and learning at its campuses. The first – *Report on Undergraduate Instruction and Faculty Teaching Activities* – describes actions taken by campuses to continue to implement instructional improvements at the undergraduate level, delineates faculty workload policies, and describes faculty instructional activities on the campuses. The second report focuses on *Programs to Assist Students to Graduate Within Four Years* and details year-to-year persistence rates and the average time that it takes students to earn their undergraduate degree.

Summary While numerous assessment activities are underway within the state's public higher education institutions, no new measures are currently available that provide consistent information about student learning and student satisfaction across campuses or across systems. The Commission will continue to stress the importance of institutional accountability in achieving "demonstrable improvements in student knowledge, capacities, and skills", as required by the enabling legislation. The Commission continues to believe that such measures are valid and important tools for planning and implementing improvements in public postsecondary education in California.

Three factsheets are attached that compile current information from several related indicators.

Preparation of California Public High School Graduates for College, 1994 to 1997

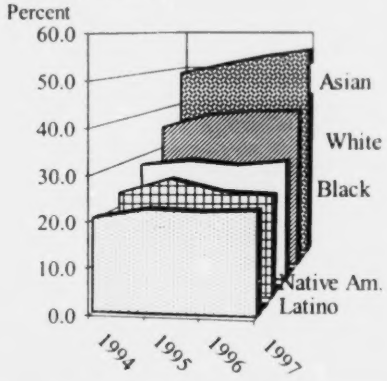
A CALIFORNIA POSTSECONDARY EDUCATION COMMISSION FACT SHEET

As the number of California high school graduates continues to rise over the next ten to fifteen years, demand for postsecondary education is expected to expand as well. But it is not only the increase in numbers of graduates that will challenge postsecondary education but also their changing social, cultural, and academic characteristics and the expectations that they bring to our colleges and universities. This fact sheet focuses on changes in the academic characteristics of recent high school graduates, particularly those that relate directly to university eligibility.

College preparatory curriculum

The freshman admission criteria of the California State University and the University of California require applicants to complete nearly identical college preparatory curricula. Since 1994, public high schools have reported annually the proportion of graduates who complete the full set of university required courses with a grade of "C" or better. While the number of public high school graduates grew by 6.3 percent since 1994, the proportion completing this curricula increased by 17 percent – from 32.3 percent in 1994 to 36.0 percent in 1997. The proportion of graduates completing this curriculum increased among students from all racial-ethnic groups, but their participation rates varied substantially, as Display 1 illustrates. In 1997, 55 percent of Asian graduates and 40 percent of White graduates completed these courses, while only 29 percent of Black graduates and 23 percent of Native American and Latino graduates did so.

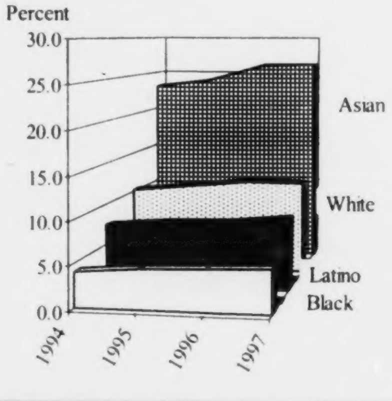
DISPLAY 1 Proportion of Public High School Graduates Completing a College Preparatory Curriculum, 1994 to 1997



Advanced Placement participation

Another indicator of changes in the preparation level of students for college is the increasing number and proportion of California public high school twelfth graders who are taking Advanced Placement (AP) tests. Success on these examinations – earning a score of "3" or better – may qualify the student for actual college credit. Since 1994, the proportion of these students taking AP examinations has grown from 12.0 to 13.7 percent. While participation in these AP program increased among students from all racial-ethnic groups, large disparities persist in their rates of participation, as Display 2 shows. In 1997, the participation rates of Asian and White twelfth graders remained unchanged from the previous year at 26.2

DISPLAY 2 Proportion of California Public High School Twelfth Graders in Advanced Placement Examinations, 1994 to 1997



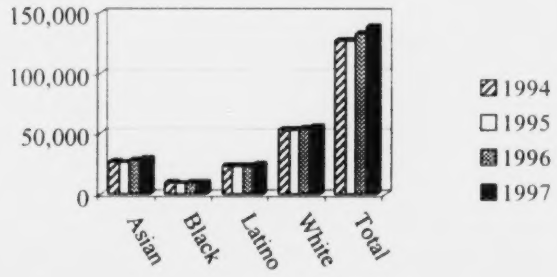
and 11.5 percent, respectively, while the rates for Black twelfth graders grew from 4. 8 to 5.1 percent and those of Latino twelfth graders increased from 8.1 to 8.7 percent.

Participation and performance on college admissions tests

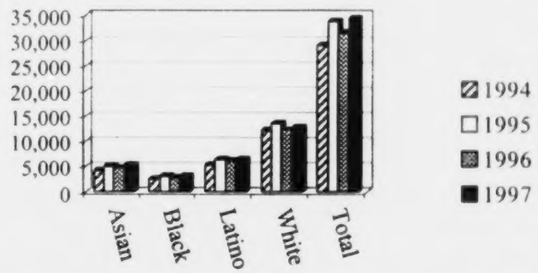
California public universities require many, if not all, freshman applicants to submit scores on standardized college admission tests – the SAT I and the ACT. The number of all California high school graduates taking these examinations continued its long-term increasing trend. The growth in participation has been slightly greater than growth in the number of graduates, expanding the participation rate in the SAT from 45.8 percent in 1994 to 46.5 in 1997 and the participation rate in the ACT from 10.5 percent to 11.6 percent. Among those students who chose to state their racial-ethnic background, the largest relative increases in students taking the SAT occurred among Asian and Latino students. Among those taking the ACT, the largest relative increases occurred among Asian and Black test takers, as Displays 3 and 4 indicate.

Despite the continued growth in the number of California students taking these college admission tests, the average scores on these examinations have remained relatively stable or improved. SAT Verbal scores have increased by seven points since 1994 and SAT Math scores have increased by eight points in California. During that same time, there was a six-point increase in Verbal scores and a five-point increase in Math scores nationally. The average ACT score for California students of 21.0 is the same as the national average. Men, on the average, earned higher scores than women on both SAT tests and the ACT. Not only do Asian and White test takers earn higher scores than Black and Latino test takers, but the differences in their scores is growing.

DISPLAY 3 California SAT I Tests Takers, 1994 to 1997



DISPLAY 4 California ACT Test Takers, 1994 to 1997



First-Time Freshmen in California Colleges and Universities, Fall 1997

A CALIFORNIA POSTSECONDARY EDUCATION COMMISSION FACTSHEET

College-going Rates of High School Graduates

While a larger number of recent California high school graduates enrolled in the state's public postsecondary institutions in Fall 1997 than had the previous fall, this growth did not keep pace with the rise in the number of graduates. The number of high school graduates increased by 3.6 percent. Overall, the number of first-time freshmen from California high schools increased by 2.0 percent. As a result, the public college-going rate of California students decreased from 54.2 percent in Fall 1996 to 53.3 percent in Fall 1997.

The number of first-time freshmen from California high schools increased at each of the public postsecondary systems. At the California Community Colleges, the number of first-time freshmen increased by only 1.9 percent, resulting in a decline in the community college going rate from 36.6 percent to 36.0 percent. While the number of first-time freshmen at community colleges increased by almost five percent over the last six years, the participation rate of students fell 1.8 percentage points due to the increasing size of the high school graduating class.

The number of first-time freshmen at the California State University increased by 40 percent over the last five years, reflecting recovery from the steep enrollment cuts that occurred in the early 1990s. As result, the participation rate of high school graduates at the State University grew from 7.5 to 9.8 percent between 1993 and 1996. In Fall 1997, the number of first-time freshmen at the State University increased by 700 California students. Despite this increase, the participation rate declined from 9.8 to 9.7 percent.

Similarly, at the University of California, the number of California first-time freshmen grew by 18 percent over the last six years. The college-going rate of high school graduates attending the University expanded from 7.1 percent in Fall 1993 to 7.7 percent in Fall 1996. Despite nearly 500 more California first-time freshmen, this participation rate dipped to 7.6 percent in Fall 1997.

Are California public postsecondary systems failing to accommodate the "tidal wave" of new high school graduates? Unfortunately, no useful information is available about unmet demand at the community colleges and the applicant numbers and admission rates for the university systems illustrate conflicting trends. Growth in the number of applicants to the University was consistent with the rate of growth of first-time freshmen; at the State University, the applicant pool increased by 4.5 percent, while the enrolled freshmen grew by only 2.5 percent. Declines in the admission and enrollment rates of White applicants accounted for most of this difference. However, probably the most compelling reason for the decrease in the statewide college-going rate was the decline in the number of Latino high school graduates – the fastest growing portion of the high school graduate population – who sought admission to the State's public universities. This issue is examined more closely on the reverse side of this factsheet.

DISPLAY 1 College-Going Rates of Recent Graduates of All California High Schools, Fall 1992 to Fall 1997

Fall	California High School Graduates	First-Time Freshmen: California Community Colleges		California State University		University of California		College Going Rate
		Number	Percent	Number	Percent	Number	Percent	
1992	267,861	100,078	37.8	21,176	7.9	19,232	7.2	52.9
1993	272,800	101,072	37.1	20,595	7.5	19,297	7.1	51.7
1994	277,383	97,860	35.3	23,494	8.5	20,313	7.3	51.1
1995	280,352	103,653	37.0	25,695	9.2	21,196	7.6	53.7
1996	286,069	104,775	36.6	28,171	9.8	22,168	7.7	54.2
1997	296,281	106,744*	36.0	28,877	9.7	22,656	7.6	53.3

*Preliminary data

Regional differences

Contrary to the statewide trend, the participation rates of their recent high school graduates in several regions actually increased. The San Francisco Bay area expanded its lead by posting small increases in its community college and State University participation rates in Fall 1997. Orange County – with the second largest college-going rate – had a small increase in the participation rate of its graduates as a result of their expanded participation at community colleges. The Central Coast region – from Ventura to San Luis Obispo counties – posted a small increase in the college-going rate of its graduates, particularly at the state's public universities. The Central Valley also posted improvements in the college-going rates of its graduates. Growth in the proportion of their graduates enrolling at community colleges and the University of California more than compensated for a small decline in their participation rate at the California State University. The San Diego/Imperial region experienced a substantial increase in the participation of its graduates in all three public systems.

Declines in the participation rates in the remaining four regions were rooted in the decreases in the community college-going rates in all of these regions.

DISPLAY 2 Regional Participation of All California High School Graduates as First-Time Freshmen, Fall 1997

Region	High School Graduates	California Community Colleges		California State University		University of California		Total College Going Rate
	Number	Number	%	Number	%	Number	%	
San Francisco Bay	54,857	21,561	39.3%	6,229	11.4%	6,092	11.1%	61.8%
Orange County	24,651	10,019	40.6%	2,297	9.3%	2,421	9.8%	59.8%
Sacramento Area	16,069	6,468	40.3%	1,459	9.1%	1,083	6.7%	56.1%
Central Coast	18,514	7,555	40.8%	1,374	7.4%	1,362	7.4%	55.6%
San Diego/Imperial	25,116	9,125	36.3%	2,574	10.2%	2,043	8.1%	54.7%
Los Angeles County	79,919	27,723	34.7%	8,767	11.0%	6,548	8.2%	53.9%
State Average	**296,281**		**36.0%**		**9.7%**		**7.6%**	**53.3%**
North Central Valley	15,171	6,287	41.4%	1,142	7.5%	595	3.9%	52.9%
South Central Valley	20,790	7,705	37.1%	1,983	9.5%	723	3.5%	50.1%
Northern California	11,552	3,735	32.3%	949	8.2%	386	3.3%	43.9%
Riverside/San Bern.	29,642	6,566	22.2%	2,138	7.2%	1,456	4.9%	34.3%

Participation of public high school graduates

Changing patterns of college participation among student from different racial-ethnic groups contributed differentially to the statewide changes. While the community college-going rate declined for public high school graduates from all racial-ethnic groups, Asian public high school graduates improved their participation rates at both public university systems. The participation rates of Filipino graduates at the State University increased while their participation rate at the University declined. Conversely, the participation rate of White graduates at the State University decreased while their participation rate at the University was unchanged. The participation rates of Black, Latino, and Native American public high school graduates decreased in Fall 1997 from their levels in Fall 1996 at all three public postsecondary educational systems. The participation rate of Black public high school graduates fell below 50 percent. Only 42.5 percent of Latino public high school graduates continued their education beyond high school in a California public postsecondary institution in Fall 1997. As noted earlier, the fastest growing group of California high school graduates – Latino students – not only had the lowest postsecondary participation rates but these rates have been declining.

DISPLAY 3 College-Going Rates of Recent Public High School Graduates by Racial-Ethnic Group, Fall 1996 and Fall 1997

	California Community Colleges*				California State University				University of California			
	1996		1997**		1996		1997		1996		1997	
	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
Asian***	9,625	33.1	9,828	32.3	3,701	12.7	3,967	13.0	6,278	21.6	6,594	21.7
Black	7,637	39.3	7,457	36.0	2,047	10.5	2,028	9.8	698	3.6	716	3.5
Filipino	3,796	45.2	3,532	39.1	1,380	16.4	1,488	16.5	808	9.6	828	9.2
Latino	27,770	35.3	26,330	32.1	5,956	7.6	6,092	7.4	2,511	3.2	2,489	3.0
Native Am.	1,227	53.6	1,133	47.9	235	10.3	235	9.9	184	8.0	142	6.0
White	41,432	34.2	41,518	33.3	8,670	7.1	8,568	6.9	7,045	5.8	7,273	5.8

*Estimated **Preliminary data ***Includes Asians and Pacific Islanders

New Community College Transfer Students at California Public Universities

A CALIFORNIA POSTSECONDARY EDUCATION COMMISSION FACT SHEET

Trends in new transfer enrollments

The opportunities for California students to begin their postsecondary education at a community college and transfer to a public university to complete their baccalaureate degree is a major cornerstone of the Master Plan for Higher Education in California. Over the past four decades, many hundreds of thousands of students have taken advantage of this route to a bachelor's degree. This factsheet examines recent trends in the enrollment of community college students who transferred to the state's public universities.

Overall, the number of community college students successfully transferring to the state's public universities continued to decline in 1997-98. New community college students enrolling at the State University declined by 5.8 percent from last year's level – this was the second year in which the enrollment of these students decreased. At the University of California, new community college transfer student enrollment dropped 2.7 percent from last year's level – this is the fourth year in which enrollment declines occurred. Since 1993-94, community college transfer enrollments at the University declined by 6.7 percent. These trends run counter to the growth in the community college student population and underscore the need to better understand these trends as well as the transfer process and outcomes.

At the California State University

In 1997-98, the numbers of community college students from all racial-ethnic groups who successfully transferred to the California State University decreased from their levels the previous year. The largest proportional declines occurred among Black and Filipino students. Examination of the number of applicants and the admission and enrollment rates of community college students seeking to transfer to the State University shows diverse origins for the declines.

Overall, the decline in the number of community college students enrolling at the State University was the caused by a much lower admission rate – dropping from 78.6 percent in 1996-97 to 71.0 percent in 1997-98. Much stricter enforcement of the transfer requirements reduced a slightly larger applicant pool to a much smaller cohort of admitted transfer students. Some of this decline was mitigated by an increase in the enrollment rate of admitted students.

The reduction in the admission rate was fairly uniform across all student groups, but variations in the size of their applicant pools and their enrollment rates yielded a different pattern for each racial-ethnic group. Decreases in the number of Black and White applicants compounded the impact of the reduced admission rates which resulted in a much smaller pool of these students who were accepted.

DISPLAY 1 New Community College Transfer Students at California Public Universities, 1993-94 to 1997-98

		California State University					University of California				
Group		**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**	**1993-94**	**1994-95**	**1995-96**	**1996-97**	**1997-98**
Asian	Number	5,430	6,212	6,562	6,741	6,346	2,287	2,610	2,767	2,863	2,980
	Percent	14.4	15.5	15.9	16.7	16.8	22.3	24.8	27.7	29.4	30.5
Black	Number	2,444	2,654	2,836	2,799	2,442	306	364	386	318	293
	Percent	6.5	6.6	6.9	6.9	6.5	3.0	3.5	3.9	3.3	3.0
Filipino	Number	1,432	1,739	1,840	1,867	1,626	291	306	310	333	340
	Percent	3.8	4.4	4.5	4.6	4.3	2.8	2.8	3.1	3.4	3.5
Latino	Number	6,784	7,437	8,334	8,661	8,464	1,335	1,452	1,503	1,430	1,300
	Percent	18.0	18.6	20.3	21.5	22.4	13.0	13.9	15.0	14.7	13.3
Native American	Number	554	539	641	604	565	107	129	137	124	102
	Percent	1.5	1.4	1.5	1.5	1.5	1.0	1.2	1.4	1.3	1.0
White	Number	21,087	21,402	20,931	19,623	18,341	5,927	5,641	4,888	4,664	4,759
	Percent	55.9	53.5	50.9	48.7	48.5	57.8	53.8	48.9	47.9	48.7
Total*		44,454	46,912	48,688	48,349	45,546	10,940	10,929	10,886	10,492	10,210

*Total includes non-resident aliens and nonrespondents.

The enrollment rates of admitted Black and White students increased at an above average rate – the only positive influence on their enrollment numbers. The number of Asian, Latino, and Native American community college students seeking to transfer to the State University increased somewhat but their admission rates dropped substantially. In addition, their enrollment rate declined to a greater than average extent. Thus, both institutional decisions (admission rates) and student decisions (enrollment rates) reduced the number of these community college students enrolling at the State University.

At the University of California

Contrary to the statewide trend, the number of Asian and Filipino community college students successfully transferring to the University of California increased both in the current year and over the last five years. While the number of White community college students transferring to the University increased in 1997-98, the number of these students transferring is about 20 percent below their level of five years ago. The sharpest declines in the numbers of new community college transfer students occurred among Black, Latino, and Native American students.

The primary impetus behind the declining enrollment of community college students transferring to the University of California was a drop in the number of these students applying for transfer. The number of applicants from all racial-ethnic groups decreased, with the largest proportional declines occurring among Black, Latino, and Native American community college students. The admission rate of community college applicants actually increased in Fall 1997 over its level the previous fall, on a statewide basis and for all racial-ethnic groups, except Asian applicants. In addition, the enrollment rate of these students increased slightly that fall. Thus, the declines in community college students transferring to the University of California was primarily the result of the decisions by students not to apply for transfer to the University.

Difference among campuses

California State University: Contrary to the statewide trend, six campuses of the California State University increased the number of new community college students enrolling in 1997-98. These campuses included San Bernardino, Los Angeles, Fresno, Chico, Dominguez Hills, and Pomona which had a large increase in 1997 but was below its 1995-96 level. However, these increases were more than counterbalanced by the sizeable decreases in transfer students enrolling at the remaining 16 campuses. The largest decreases occurred at San Francisco and Long Beach. Other campuses with sizeable decreases included Northridge, Fullerton, San Luis Obispo, and San Jose.

DISPLAY 2 New Community College Transfer Students at the California State University, by Campus, 1995-96 to 1997-98

Campus	1995-96	1996-97	1997-98
CSU Bakersfield	789	833	783
CSU Chico	2,087	2,056	2,111
CSU Dominguez	1,408	1,470	1,499
CSU Fresno	2,128	2,116	2,184
CSU Fullerton	3,526	3,785	3,518
CSU Hayward	2,247	2,219	2,056
Humboldt State	1,074	978	971
CSU Long Beach	3,625	3,794	3,148
CSU Los Angeles	1,909	2,104	2,230
CSU Northridge	3,905	3,738	3,388
Cal Poly Pomona	2,022	1,826	2,003
CSU Sacramento	3,892	3,688	3,573
CSU San Bernardino	1,791	1,794	1,924
San Diego State	4,547	4,513	4,322
San Francisco State	4,053	3,863	3,138
San Jose State	3,781	3,916	3,714
Cal Poly San Luis	1,970	1,593	1,342
CSU San Marcos	1,170	1,249	1,074
Sonoma State	1,172	1,176	1,059
CSU Stanislaus	1,132	1,197	1,157
CSU Monterey Bay	462	406	310
Maritime Academy	--	35	42

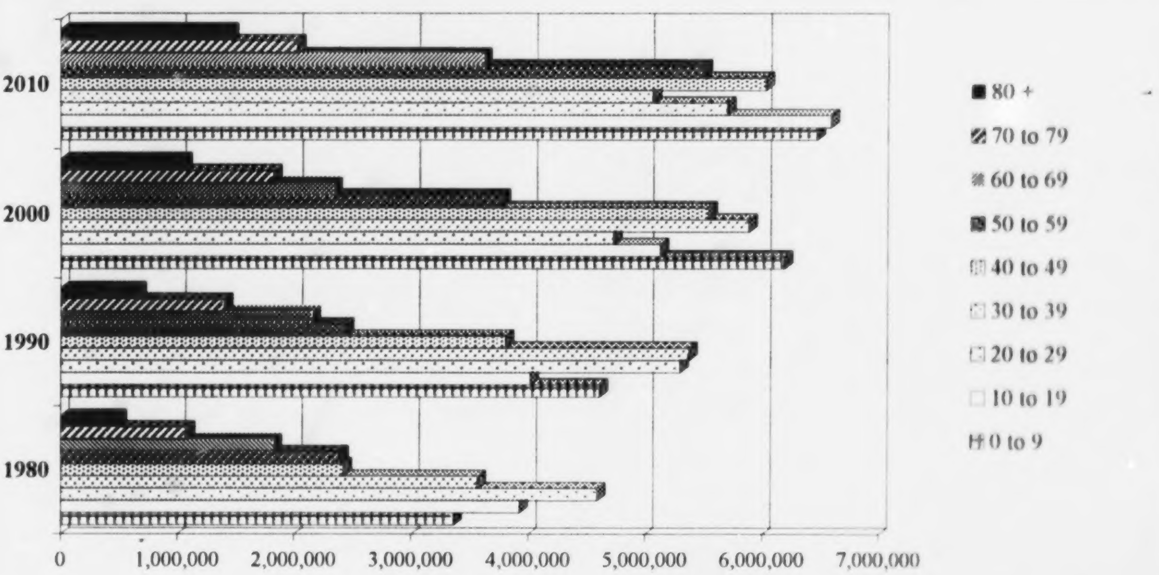
University of California. Community college transfer student enrollments did not decline at all campuses of the University. Over the last two year, Berkeley and San Diego have increased the number of these student who enrolled while Santa Cruz had maintained its new transfer student enrollments. The other five general campuses enrolled fewer community college transfer students; Irvine had the largest proportional decline in the enrollment of these students.

DISPLAY 3 New Community College Transfer Students at the University of California, by Campus, 1995-96 to 1997-98

Campus	1995-96	1996-97	1997-98
Berkeley	1,674	1,624	1,721
Davis	1,497	1,477	1,394
Irvine	996	934	820
Los Angeles	2,185	2,105	2,066
Riverside	868	843	814
San Diego	1,150	1,045	1,186
Santa Barbara	1,496	1,460	1,203
Santa Cruz	1,007	1,004	1,006

A.

Age Composition of California's Population, 1980, 1990, 2000 and 2010 Projected



	1980		1990		2000		2010	
Age	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**	**Total**	**Percent**
0 - 9	3,358,748	14.2	4,608,417	15.5	6,185,884	17.0	6,459,004	15.2
10 -19	3,926,484	16.6	4,015,354	13.5	5,125,119	14.1	6,580,520	15.5
20 - 29	4,588,929	19.4	5,296,851	17.8	4,729,547	13.0	5,695,782	13.4
30 - 39	3,562,495	15.1	5,374,391	18.1	5,881,538	16.1	5,061,516	11.9
40 - 49	2,426,628	10.3	3,800,532	12.8	5,540,510	15.2	6,025,567	14.2
50 - 59	2,397,940	10.1	2,440,575	8.2	3,766,338	10.3	5,494,257	13.0
60 - 69	1,831,675	7.7	2,158,218	7.3	2,340,087	6.4	3,610,746	8.5
70 - 79	1,080,137	4.6	1,405,070	4.7	1,819,849	5.0	2,024,026	4.8
80+	494,866	2.1	660,883	2.2	1,054,985	2.9	1,456,719	3.4
Total	***23,667,902***		***29,760,291***		***36,443,857***		***42,408,137***	

Definition of Measure Composition of California's population by age according to the 1980 and 1990 Census and the Department of Finance Demographic Research Unit population projections for 2000 and 2010.

Use(s) of Measure: This measure describes the size of the current and future potential service population for California postsecondary education institutions for planning and evaluation purposes.

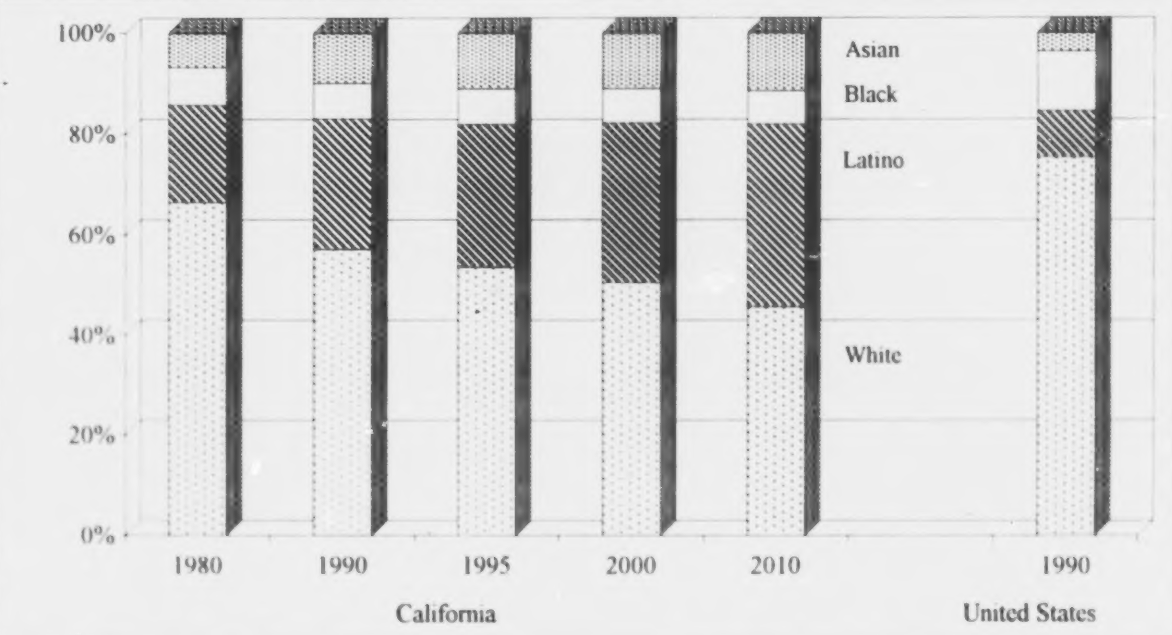
Related Measures: Measure I.A.2. on the next page follows the 1990 cohort as it grows older and I.B. describes the changing ethnic composition of California's population from 1980 to 2010.

Comparison Group: The twenty-year comparison period was chosen as the current planning time frame for postsecondary education.

Analysis: By 2000, the number of children under nine is expected to increase by 1.5 million. By 2010, these children will potentially begin to place enormous demand on postsecondary education. Over this same period, the number of those over 80 will double, potentially placing enormous demand on the State's health and welfare sector. The baby-bust generation will be the the 20-29 year old in 2000 and the 30-39 year old cohort in 2010 which has enrollment and tax support implications.

B

Racial/Ethnic Composition of California, 1980, 1990, 2000, and 2010 and United States, 1990

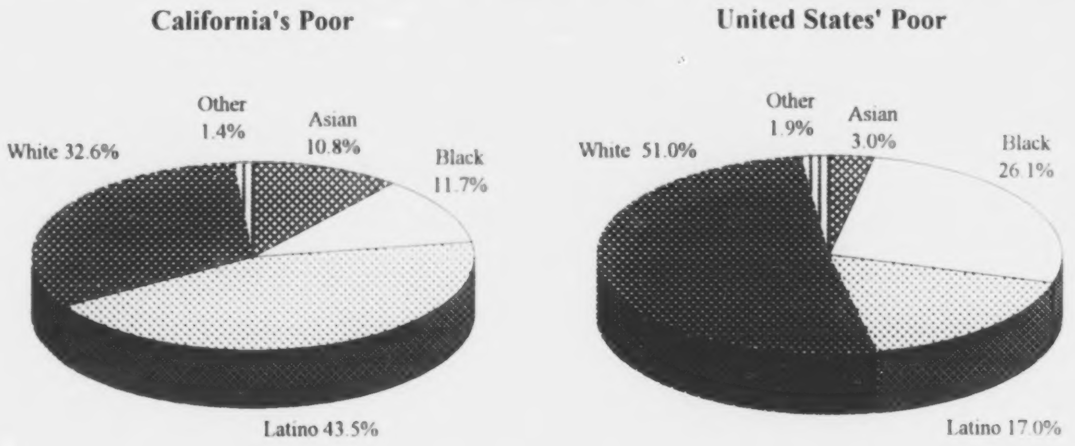


	California					United States
Year	**1980**	**1990**	**1995**	**2000**	**2010**	**1990**
Asian/Other	6.7	9.9	10.4	11.0	11.4	3.6
Black	7.5	7.0	7.0	6.8	6.6	11.8
Hispanic	19.2	25.9	28.4	31.6	36.3	9.0
White	66.6	57.2	54.2	50.6	45.7	75.6

Definition of Measure:	Composition of California's population by major racial/ethnic groups according to the 1980 and 1990 U.S. Census and California Demographic Research Unit 1995 population estimates and 1993 projections for 2000 and 2010.
Use(s) of Measure:	This measure describes the current and future potential service population by racial/ethnic groups for California postsecondary education institutions for planning and evaluation efforts.
Related Measures:	With Measure I.A., it describes the changing demography of California's population.
Comparison Group:	Issues related to educational equity are likely to persist over the next twenty-year planning period for postsecondary education.
Analysis:	California will become the first mainland state to have a majority non-White population sometime around the turn of this century. California has a much larger representation of Latino and Asian residents and a smaller proportion of Black residents than the nation as a whole. Subsumed within these broad categories are also major population variations in terms of language and cultural heritage.

C.

Racial/Ethnic Composition of the Population Living in Poverty in California and Nationally, 1990



	California		United States	
Racial/ethnic group	Percent of All Poor	Poor as Percent of Each Group	Percent of All Poor	Poor as Percent of Each Group
Asian	10.8	14.1	3.0	13.4
Black	11.7	19.8	26.1	28.3
Latino	43.5	20.5	17.0	24.8
White	32.6	6.8	51.0	10.1
Other	1.4	20.0	1.9	30.3

Definition of Measure: Racial/ethnic composition of the populations with income levels below the poverty threshhold for their family size in California and in the United States from the 1990 U.S. Census.

Use(s) of Measure: This measure describes the racial/ethnic composition of that portion of California's and the nation's population that is most likely to be in need of social assistance.

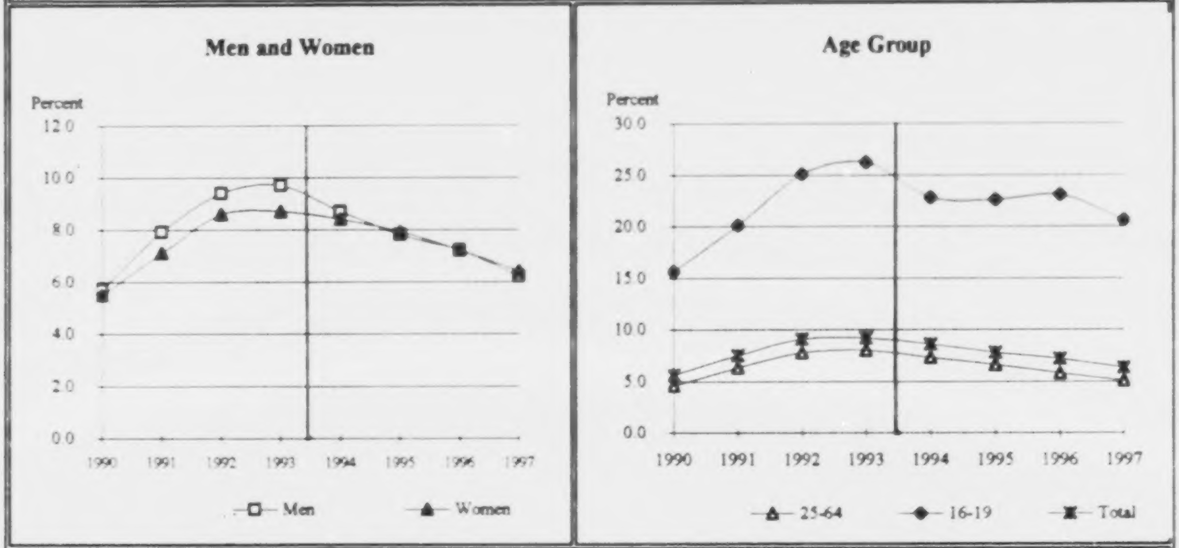
Related Measures: Measures I.A. and I.B. on the previous pages provides the total population context for this measure.

Comparison Group: The racial/ethnic composition of the nation's population living in poverty was used as the comparison primarily to highlight the similiarities and differences among these groups.

Analysis: Socioeconomic status is obviously very skewed by racial/ethnic group and the combination of these characteristics identifies a subpopulation that is currently underrepresented in postsecondary education, and whose basic subsistence needs may compete with postsecondary education for the available public resources.

D.1.

Annual Average Unemployment Rates for the Labor Force by Gender and Age Group, 1990-1997



	Men	Women
1990	5.7	5.5
1991	7.9	7.1
1992	9.4	8.6
1993	9.7	8.7
1994 *	8.7	8.5
1995 *	7.8	7.9
1996 *	7.2	7.2
1997 *	6.2	6.4

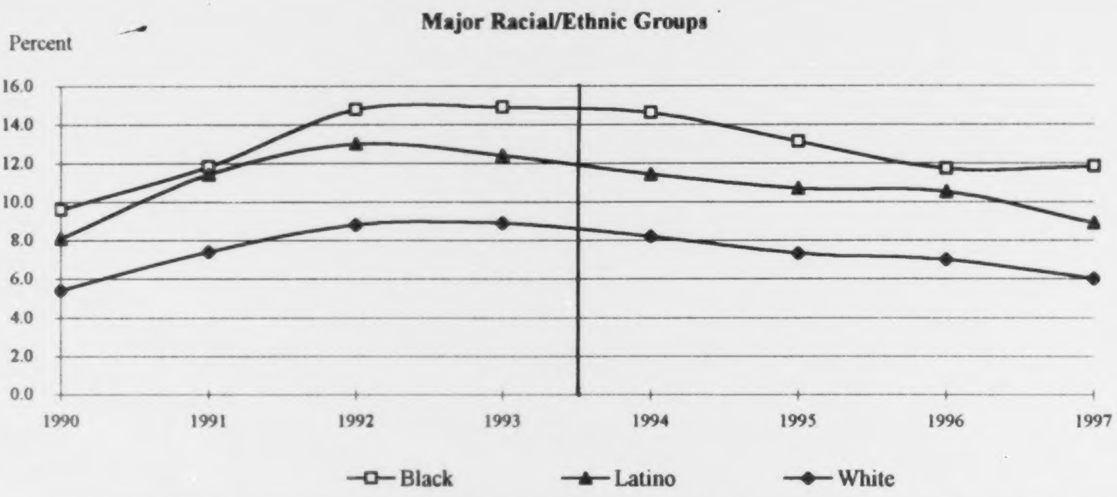
	25-64	16-19	Total
1990	4.6	15.6	5.6
1991	6.3	20.1	7.5
1992	7.8	25.1	9.1
1993	8.0	26.2	9.2
1994 *	7.3	22.8	8.6
1995 *	6.6	22.6	7.8
1996 *	5.8	23.1	7.2
1996 *	5.1	20.6	6.3

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign for 1994.

Definition of Measure	Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.
Use(s) of Measure:	Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.
Related Measures:	Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.
Comparison Group:	The timeline emphasizes the depth of the current recession while the gender and age comparisons illustrate the differential impact of limited employment opportunities.
Analysis:	In 1997, the unemployment rate in California continued to decline from 7.2 to 6.3 percent -- a 12.5 percent drop. While unemployment of both men and women dropped, the decline among male workers was steeper than among women. The unemployment rate among young workers, 16 to 19 years old, decreased substantially -- from 23.1 to 20.6 percent -- while the decrease in unemployment among adult workers, 25 to 64 years old, meant that only one in twenty workers in this age group was unable to find work.

D.2.

Annual Average Unemployment Rates for the Labor Force by Racial/Ethnic Group, 1990 to 1997



	Black	Latino	White	Total
1990	9.6	8.1	5.4	5.6
1991	11.8	11.4	7.4	7.5
1992	14.8	13.0	8.8	9.1
1993	14.9	12.4	8.9	9.2
1994 *	14.6	11.4	8.2	8.6
1995 *	13.1	10.7	7.3	7.8
1996 *	11.7	10.5	7.0	7.2
1997 *	11.8	8.9	6.0	6.3

*Note: Data not comparable to historical data due to Current Population Survey (CPS) redesign in 1994.

Definition of Measure Unemployment rates are from the U.S. Department of Labor, Current Population Survey, as reported by the California Employment Development Department.

Use(s) of Measure: Labor market participation provides an indicator of economic health and a source of state tax revenues. It also serves as an indicator of training or retraining needs among those interested in but unable to find work.

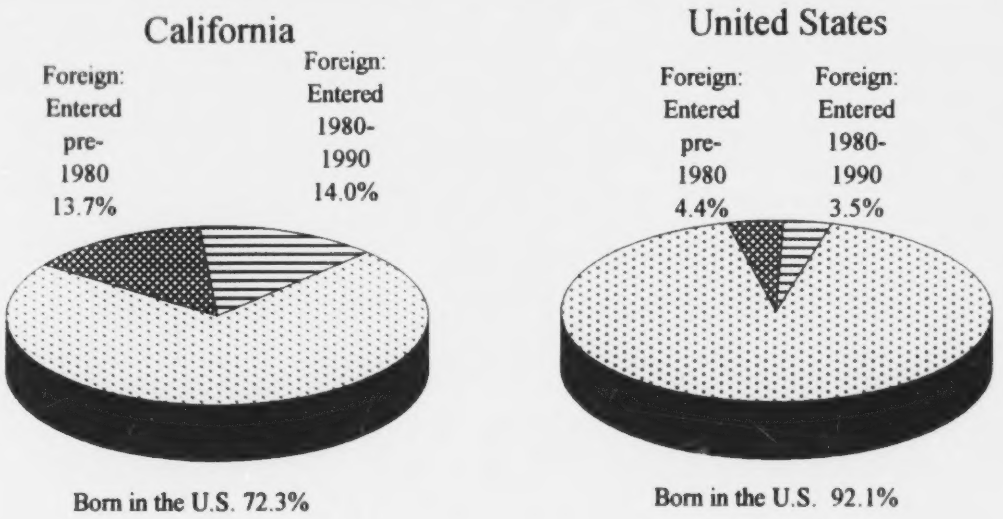
Related Measures: Measure II.A. and III.A. provide pertinent data to interpreting economic trends and education trends related to this measure.

Comparison Group: The timeline emphasizes the depth of the current recession while the racial/ethnic group comparisons illustrate the differential impact of limited employment opportunities.

Analysis: The increases in employment in 1997 were not shared equally among workers from different racial-ethnic groups. While the statewide unemployement rate decline 12.5 percent, unemployment among White workers dropped 14.3 percent and among Lation workers, it decreased 15.2 percent. Contrary to the statewide trend, the unemployment rate among Black workers actually increased in 1997 from 11.7 percent to 11.8 percent.

E.1.

Composition of the Population of California and the United States by Place of Birth, 1990

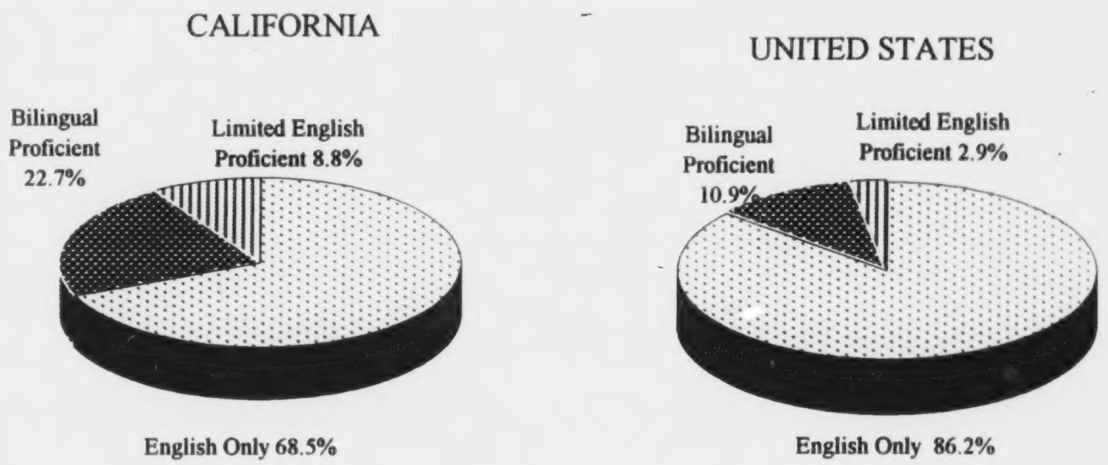


Place of Birth	California	United States
In the United States	72.3	92.1
Foreign, Entered pre-1980	13.7	4.4
Foreign, Entered 1980 to 1990	14.0	3.5

Definition of Measure:	Composition of the population of California and the United States based on place of birth within and outside of the United States and further differentiated by time period of entry to the U.S. from the 1990 U.S. Census.
Use(s) of Measure:	The measure describes the international in-migration of California's population in contrast with the overall national in-migration.
Related Measures:	Measure I.E.2. that displays English use and proficiency may be related to levels of the population's mobility.
Comparison Group:	The national comparison is made to highlight the greater diversity within California's population.
Analysis:	Three and a half times as many Californians were born outside the United States than is the case for the nation as a whole. In addition, a larger proportion of these immigrants entered the state during the 1980s than in the entire pre-1980 period. These very gross numbers camouflage the enormous diversity in language and culture these new residents bring to California. While this diversity contributes to the social, economic, and educational challenges facing the state, it also contributes to the vitality of the state and, if responded to appropriately, contributes to greater opportunities in the international arena.

E.2.

Comparison of Language Spoken in the Home in California and in the United States, 1990

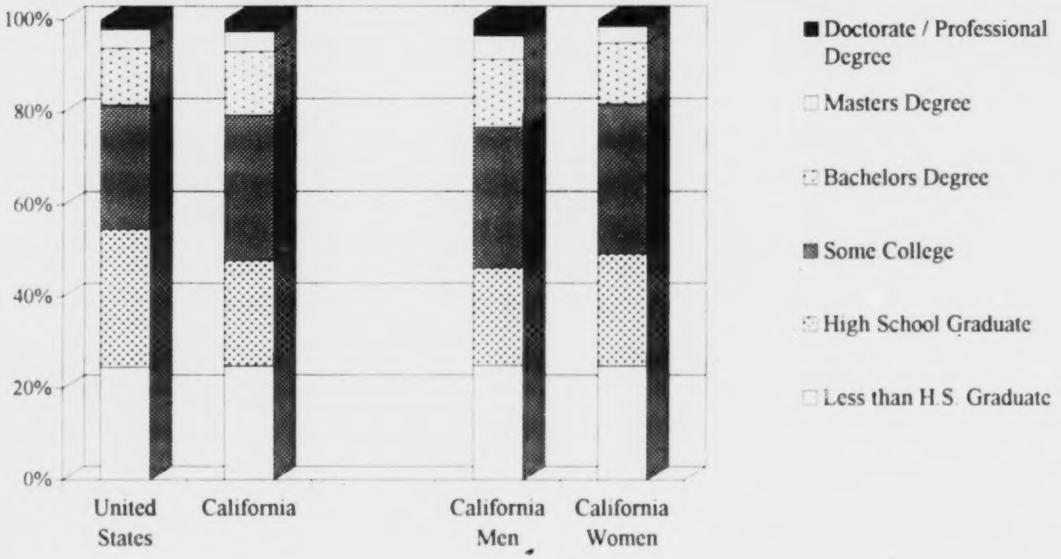


Language Spoken at Home	California	United States
English Only	68.5	86.2
Bilingual Proficiency	22.7	10.9
Limited English Proficiency	8.8	2.9

Definition of Measure:	Composition of the population of California and the United States from the 1990 U.S. Census based on the language spoken at home.
Use(s) of Measure:	This measure assists in understanding how California's population differs from that of the U.S. in English language acquisition highlighting potential educational needs as well as multilingual skills.
Related Measures:	Measure III.C. reflects this characteristic in the K-12 student population. Measure I.E.1. highlights recent foreign immigration that may be correlated with this measure.
Comparison Group:	The national comparison is made to highlight the special needs within California.
Analysis:	The proportion of Californians with limited English proficiency is three times the national rate. The need for adult education course in English as a Second Language (ESL) is critical in some parts of the state. On the other hand, the proportion of the state's population that is bilingually proficient is twice that of the nation's population. These individuals, provided they receive adequate educational opportunities and support, can be a tremendous asset for meeting the state's educational needs, as well as enhancing its economic viability in the international arena.

F.1.

Educational Attainment of Adults, 18 Years and Older, in California and Nationally, 1990

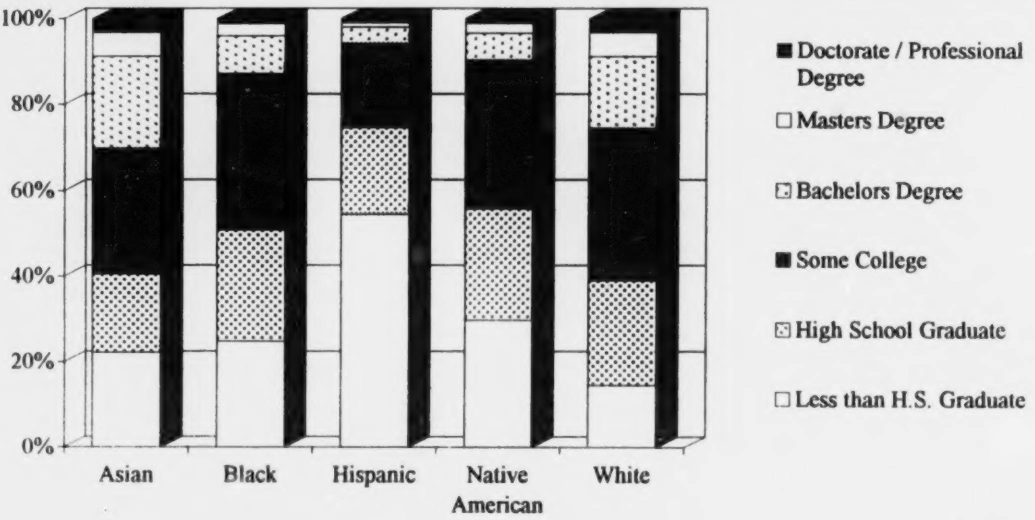


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
UNITED STATES	24.6	30.1	26.8	12.3	4.1	2.2
CALIFORNIA	24.8	23.1	31.3	13.9	4.4	2.6
California Men	24.9	21.5	30.4	14.6	5.1	3.6
California Women	24.8	24.6	32.3	13.1	3.7	1.5

Definition of Measure:	Level of educational attainment of California and national adult population, 18 years and older, as reported in 1990 U.S. Census.
Use(s) of Measure:	This measure describes the composition of California's total adult population and by gender in terms of educational attainment in comparison to that of the nation.
Related Measures:	Measure I.F.2. describes variation in educational attainment within California's population while Measures III.A., III.B. and IV.A. describe emerging patterns of education participation.
Comparison Group:	The national comparison provides a context within which to consider variations in educational attainment.
Analysis:	While the proportion of California's and the nation's adult population that has not completed high school is very similar, a larger proportion of Californians have had collegiate experience. At each degree level, the proportion of Californians with such credentials exceeds the national proportion. While a larger proportion of women than men complete high school and have some collegiate experience, the proportion of men earning collegiate degrees exceeds the proportion of women with degrees.

F.2.

Educational Attainment of California Adults, 18 Years and Older, by Racial/Ethnic Group, 1990

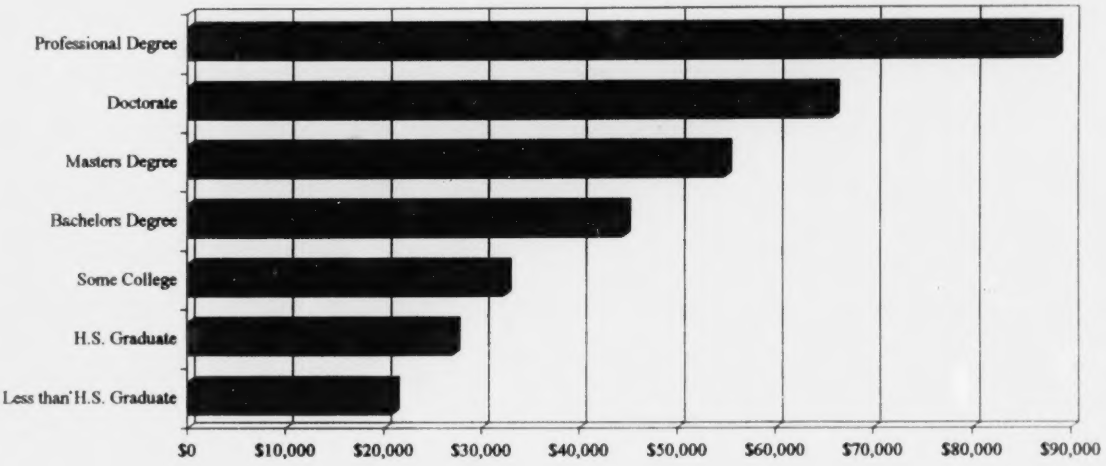


	Less than H.S. Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate/ Professional Degree
Asian	22.3	18.2	29.1	21.7	5.6	3.2
Black	24.9	26.0	36.3	8.9	2.8	1.2
Hispanic	54.6	20.1	19.4	4.0	1.1	0.8
Native American	29.8	26.1	34.5	6.4	2.2	1.1
White	14.5	24.5	35.3	16.9	5.5	3.3
Total California	24.8	23.1	31.3	13.9	4.4	2.6

Definition of Measure	Level of educational attainment in California adult population 18 years and over by racial/ethnic group as reported by the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the current status of educational attainment among Californians, by racial/ethnic group, as a baseline for examining current and future trends in participation in education.
Related Measures:	Measure III.A., III.B. and IV.A. describe emerging patterns of educational participation and attainment. Measure I.G. describes variations in annual earnings by level of education attainment.
Comparison Group:	Differences among Californians of different racial/ethnic groups as well as between Californians and Americans generally paints a complex picture of educational participation.
Analysis:	Huge differences in educational attainment exist among Californians from different racial/ethnic groups highlighting variations in potential educational needs and likely earning capability as suggested by Measure I.G. This measure is also undoubtedly affected by immigration patterns presented in I.E. Consideration of the correlation between ethnicity and socio-economic status is pertinent to interpreting these differences.

G.1.

California Average Annual Earnings by Level of Educational Attainment, 1989



	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Annual Income	$20,816	$27,009	$32,280	$44,414	$54,782	$65,738	$88,296

Definition of Measure: Average annual income of California civilians, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences in average annual income earned in California in 1989 by individuals working full-time with different levels of education. From these data, income differentials by educational level can be imputed.

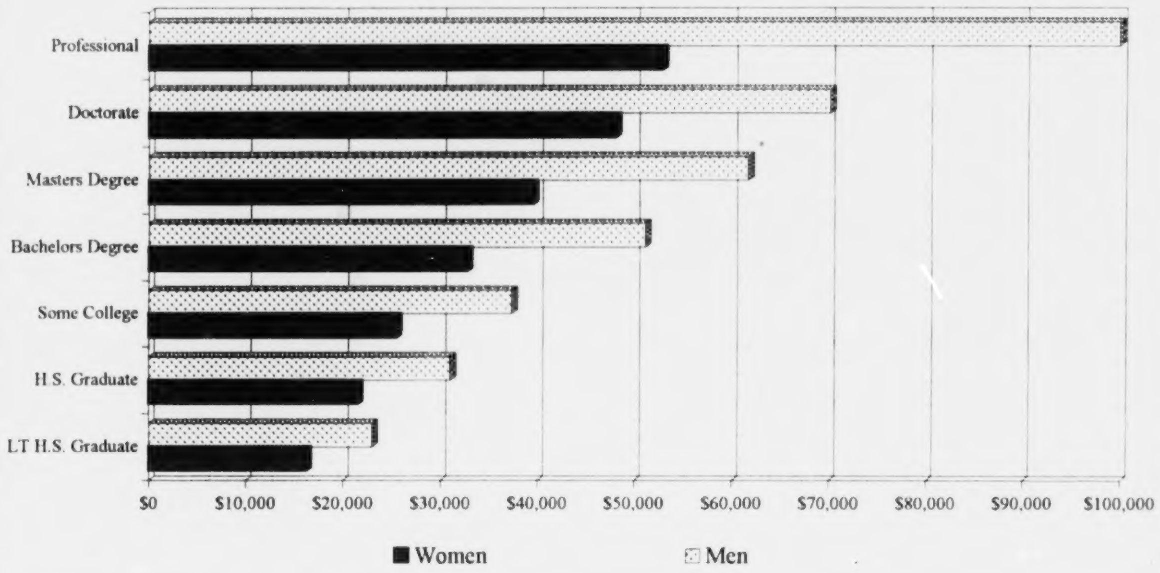
Related Measures: Measure I.F.1. describes differences in educational attainment among the 18 and older population. Measure I.D. describes unemployment in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences related to educational level. Income differentials exist across gender and racial/ethnic groups as well but differentials across educational level persist.

Analysis: On the average, with each additional level of educational attainment, full-time workers can expect a substantial increase in annual earnings. The differential earnings related to receiving a Bachelors degree over a high school diploma is $17,000. In order to estimate payback on investing in an undergraduate degree, these differentials for young adults would be needed. However, it is clear that those with more education are likely to earn more over their career and are likely to make greater tax contributions.

G.2.

California Average Annual Earnings by Level of Educational Attainment by Gender, 1989



Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Men	$22,999	$31,002	$37,352	$51,141	$61,675	$70,126	$99,789
Women	$16,208	$21,423	$25,384	$32,678	$39,476	$48,025	$52,823

Definition of Measure: Average annual income of California men and women, 18 years and older, who worked full-time year-round in 1989 according to the 1990 U.S. Census.

Use(s) of Measure: This measure describes the differences between men and women in average annual income earned in California in 1989 by individuals working full-time with different levels of education.

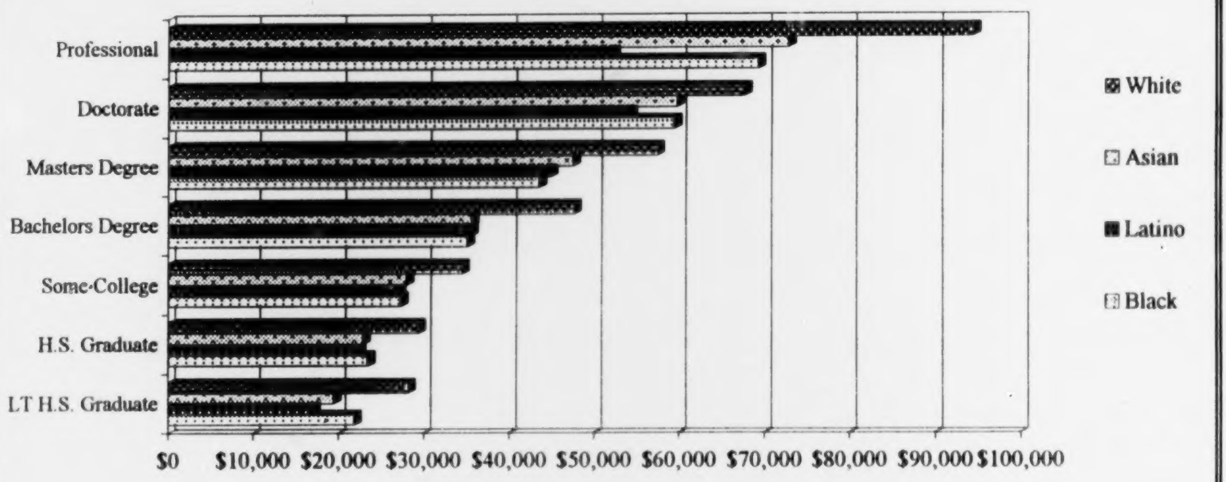
Related Measures: Measure I.F.1. describes differences in educational attainment of men and women, 18 and older. Measure I.D.1. describes unemployment by gender in California.

Comparison Group: This measure focuses on average income across levels of education to emphasize the income differences between men and women with the same educational level.

Analysis: On the average, women working full-time earn 70 percent or less than men with the same education. These differentials are affected by the disproportionately greater representation of men among older, and thus more experienced and higher paid, full-time workers. In addition, differences in choices of academic disciplines and career fields undoubtedly contribute to these differentials. Women are also more likely than men to leave the workforce for some period of time to bear and raise children that would reduce their overall earning potential.

G.3.

California Average Annual Earnings by Educational Attainment Level by Major Racial/Ethnic Group, 1989



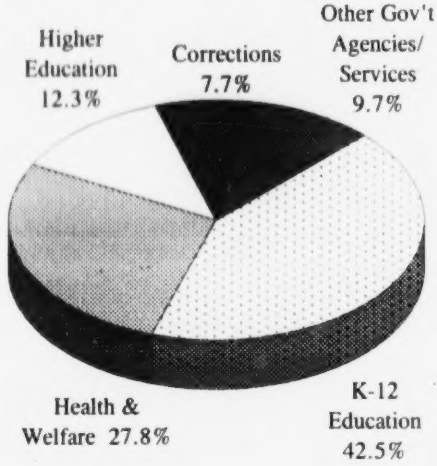
Annual Income	Less than High School Graduate	High School Graduate	Some College	Bachelors Degree	Masters Degree	Doctorate	Professional Degree
Asian	$19,461	$22,886	$27,928	$35,555	$47,430	$59,726	$72,844
Black	$21,807	$23,416	$27,235	$35,033	$43,465	$59,451	$69,224
Latino	$17,020	$22,353	$27,019	$35,441	$44,770	$54,100	$52,119
White	$28,173	$29,356	$34,417	$47,569	$57,410	$67,655	$94,374

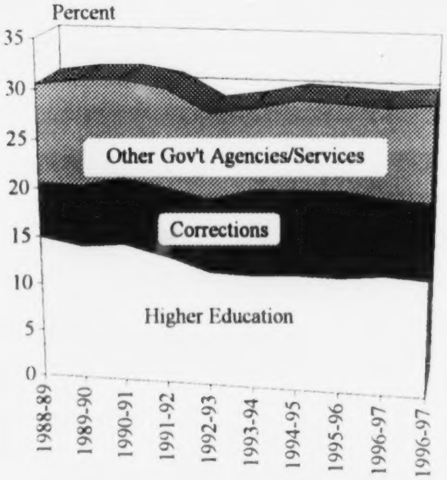
Definition of Measure:	Average annual income of California civilians, 18 years and older, by major racial/ethnic group, who worked full-time year-round in 1989 according to the 1990 U.S. Census.
Use(s) of Measure:	This measure describes the differences in average annual income earned by full-time workers from different racial/ethnic groups in California in 1989 by level of education. From these data, income differentials by racial/ethnic group within educational level can be imputed.
Related Measures:	Measure I.F.2. describes differences in educational attainment by racial/ethnic group among the 18 and older population. Measure I.D.1. describes unemployment by racial/ethnic group in California.
Comparison Group:	This measure focuses on average income across levels of education to emphasize the income differences among workers from different racial/ethnic groups with the same educational level.
Analysis:	Regardless of racial/ethnic group, additional educational attainment nets substantial increases in average annual income. While the differences in income among Asian, Black, and Latino full-time workers with the same level of educational attainment are quite small, income of White full-time workers is substantially greater. These differences, particularly among those with college degrees, are affected by the differentially greater representation of White workers among older, and thus more experienced and higher paid, workers.

A.

State General Fund Appropriations by Major Budget Area, 1992-93, 1996-97, and 1997-98

Distribution of 1997-98 Budgeted Appropriations
(in thousands of dollars)





	1992-93	1996-97	1997-98*	Percent of Total
Total State General Fun	40,824,435	49,026,031	52,783,757	
Public K-12 Education**	16,266,088	19,893,422	22,452,666	42.5
Health & Welfare**	13,048,495	14,828,234	14,675,898	27.8
Higher Education	4,920,325	6,180,055	6,492,044	12.3
Corrections	3,032,628	3,799,023	4,061,306	7.7
Other Government Agencies/Services	3,520,899	4,325,297	5,101,843	9.7

**Budgeted*

***statutorily determined*

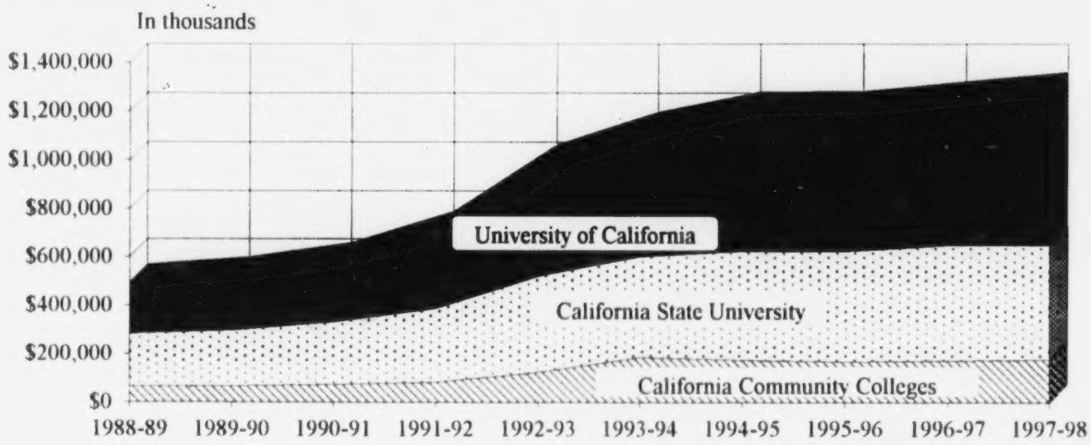
Proportion Appropriated to Non-Statutorily Determined Categories, 1987-88 to 1996-97

	Higher Education	Corrections	Other
1988-89	15.0	5.6	9.9
1989-90	14.2	6.2	10.7
1990-91	14.6	6.7	9.9
1991-92	13.5	7.0	10.0
1992-93	12.1	7.4	8.7
1993-94	12.0	8.7	8.1
1994-95	12.2	8.6	8.9
1995-96	12.2	8.7	8.6
1996-97	12.6	7.7	8.9
1997-98	12.3	7.7	9.6

Definition of Measure:	State General Fund appropriations budgeted by major budget categories and the proportions priated to non-statutorily determined categories in the last ten years (CPEC Fiscal Profiles, 1997).
Use(s) of Measure:	This measure describes the proportion of General Fund revenues appropriated to each major budget category and illustrates the changes in the relatively priority of those categories that are not specified in statute.
Related Measures:	Fiscal measure II.B. on the next page describes the changing relation between public subsidy and user subsidy for public postsecondary education.
Comparison Group:	The comparisons included in this measure illustrate the other public services that compete with Higher Education for General Fund support.
Analysis:	While the State General Fund has continued a steadfast growth, there was a slight decline in the rate of growth to 7.1 percent. Health and Welfare decreased in dollars and in proportion of budget share, while Corrections' share remained constant. Higher Education's proportion declined slightly despite an increase in dollars while K-12 Education and Other Government Agencies increased in dollars and proportion of budget.

B.

Systemwide Student Fee Revenues for Public Postsecondary Education, 1988-89 to 1997-98

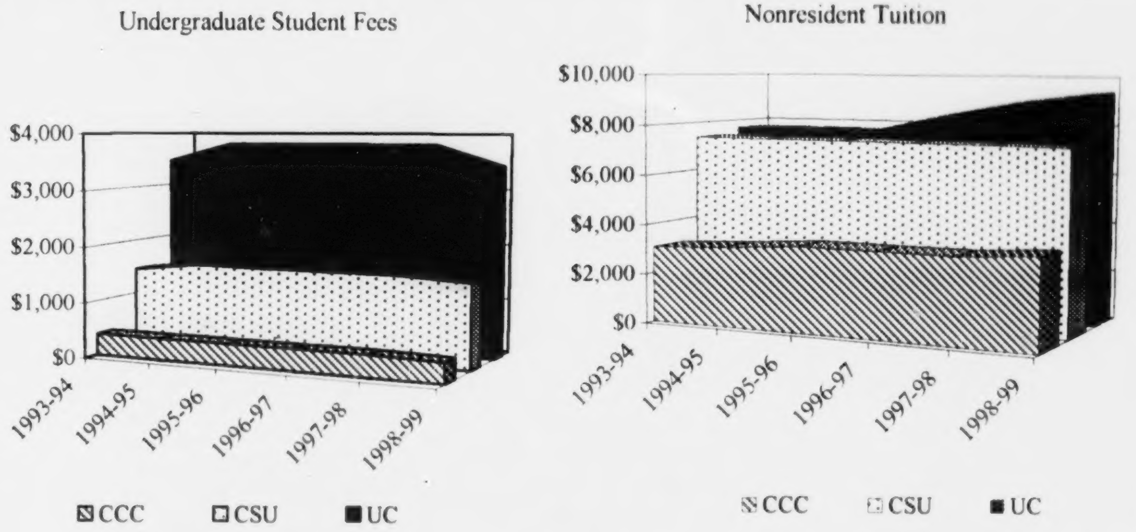


	California Community Colleges	California State University	University of California	TOTAL
1988-89	$65,237,000	$220,663,000	$210,556,000	$496,456,000
1989-90	$67,192,000	$233,012,000	$229,855,000	$530,059,000
1990-91	$72,020,000	$262,206,000	$251,441,000	$585,667,000
1991-92	$82,278,000	$305,623,000	$328,550,000	$716,451,000
1992-93	$122,575,000	$400,327,000	$466,935,000	$989,837,000
1993-94	$186,912,000	$416,664,000	$519,904,000	$1,123,480,000
1994-95	$174,855,000	$450,671,000	$581,168,000	$1,206,694,000
1995-96	$166,894,000	$460,236,000	$583,146,000	$1,210,276,000
1996-97	$171,270,000	$480,222,000	$596,826,000	$1,248,318,000
1996-97	$176,404,000	$474,336,000	$638,036,000	$1,288,776,000

Definition of Measure:	Student fee revenues in public postsecondary education (CPEC, Fiscal Profiles).
Use(s) of Measure:	This measure documents the change in the level of user support from California students for public postsecondary education over the last ten years.
Related Measures:	Measure II.A. on the previous page shows recent changes in tax support for public postsecondary education. Measure II.C. shows the per student fee level for each of the public systems.
Comparison Group:	The ten-year period was used to show the relative stability in the first five years of the period compared to the rapid change occurring in the last five years.
Analysis:	Over the past five years, student fee revenue continued to climb. Althought the State University showed a slight decline student fee revenue. In 1997-98 increases in student enrollment for each segment was one factor driving the changes in student fee revenue.

C.

Undergraduate Systemwide Fees and Nonresident Tuition in Public Postsecondary Institutions, 1993-94 To 1998-99

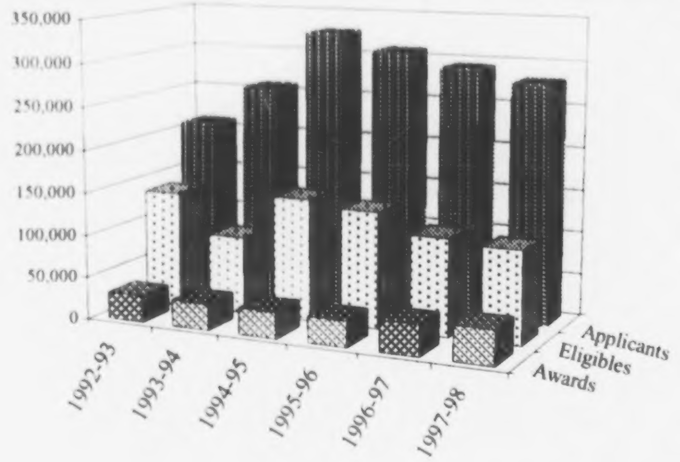


	University of California		California State University		California Community Colleges	
	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition	Systemwide Fees	Non-Resident Tuition
1993-94	$3,454	$7,699	$1,440	$7,380	$390	$3,060
1994-95	$3,799	$7,699	$1,584	$7,380	$390	$3,210
1995-96	$3,799	$7,699	$1,584	$7,380	$390	$3,420
1996-97	$3,799	$8,394	$1,584	$7,380	$390	$3,420
1997-98	$3,799	$8,984	$1,584	$7,380	$390	$3,420
1998-99	$3,609	$9,384	$1,506	$7,380	$360	$3,420

Definition of Measure:	Undergraduate resident fees and nonresident tuition as established by the systems of public postsecondary education (CPEC, Fiscal Profiles).
Use(s) of Measure:	This measure shows changes in one of the major components of the cost to students to attend public postsecondary institutions in California -- systemwide fees/tuition.
Related Measures:	Measure II.B. on the previous page shows the cumulative impact of changes in fee levels on revenues to public postsecondary education. Measure IV.A., that shows college-going rates, raises interesting questions about the relation of cost and demand.
Comparison Group:	The time period covered shows very substantial annual resident fee increases occurring while nonresident tuition was relatively stable.
Analysis:	In 1998-99, resident undergraduate student fees for all segments decreased. Non-Resident tuition remained constant for the State University and community colleges. However, the University had substantially increased non-resident tuition in each of the last three years.

D.1.

Number of Cal Grant Applications, Eligibles, and Awards, 1992-93 To 1997-98



Year	Applicants	Eligibles	Awards	Ratio of Eligibles to Awards
1992-93	209,468	137,123	31,220	4.4
1993-94	257,373	91,393 *	31,220	2.9
1994-95	326,652	144,283 *	31,220	4.6
1995-96	308,283	136,673 *	31,220	4.4
1996-97	292,615	114,409 *	36,693	3.1
1997-98	279,387	109,067 *	41,109	2.7

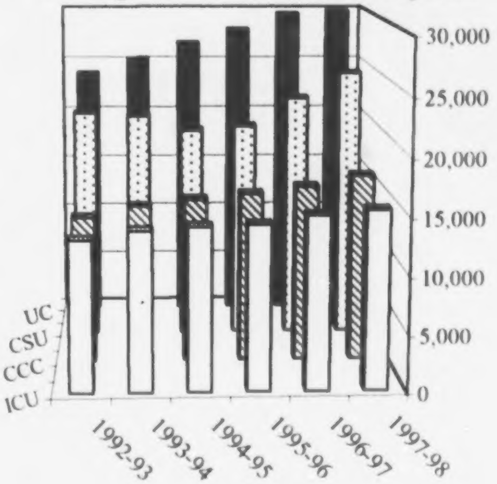
*Cal Grant eligibility criteria was tightened beginning 1993-94.

Definition of Measure:	The California Student Aid Commission annually computes the number of valid complete applications for Cal Grants, the number of eligible applicants and number of authorized awards.
Use(s) of Measure:	This measure shows changes in the demand and eligibility for State funded assistance in comparison to the availability of one type of such assistance, Cal Grants.
Related Measures:	Measure II.C. identifies one of the major contributors to the level of student need -- higher fees. Measures in II.E. present other relevant financial aid information.
Comparison Group:	The comparison of applicants and eligibles to awards shows the changing relationship between demand and supply of this type of financial assistance.
Analysis:	In 1997-98, the total applicant pool declined by 4.7 percent. This decline maybe attributed to the 50,000 incomplete applications received. The number of eligible applicants has continued to decline over the past 4 years. The number of awards available increased by 12 percent in 1997-98. Both the decline in the number of eligible applicants and the increase in available awards reduced the ratio of eligibles to award to a new low -- 2.7 to 1.

D.2.

Number of Undergraduates with Cal Grant Awards by System, 1992-93 to 1997-98

Undergraduate Cal Grant Recipients



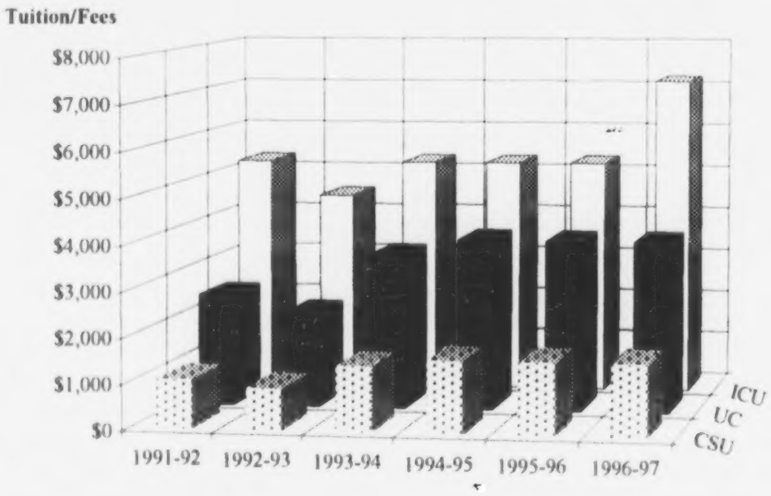
Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1992-93	13,140	21,073	23,633	13,160
1993-94	14,115	20,812	25,011	13,926
1994-95	14,706	19,461	26,611	14,242
1995-96	15,194	19,825	27,960	14,425
1996-97	15,786	22,449	29,476	15,183
1997-98*	16,760	24,770	29,746	15,610

* Preliminary estimate -- final reconciliation to occur January 1999

Definition of Measure:	The actual number of new and renewal Cal Grants awarded by postsecondary system reported by California Student Aid Commission as of October 1 of current year.
Use(s) of Measure:	This measure shows changes in the number of new and renewal Cal Grants awarded in each system over six year period.
Related Measures:	Measure II.D.1. shows the changes or lack of change in overall new Cal Grant awards relative to student need while D.3. reflects maximum award as a percentage of average tuition and fees.
Comparison Group:	The comparison across systems of postsecondary education during this six-year period awards provides a perspective on State-funded student financial aid for undergraduates.
Analysis:	In 1997-98, the number of undergraduates receiving Cal Grants was at its highest level in recent history. Changes over the past six years in the number of undergraduates receiving Cal Grant awards varied by system. The California Community Colleges experienced relatively steady increases as did the University of California and California's independent colleges and universities until the current year when they had only small increases. The number of Cal Grant recipients attending the California State University declined between 1992-93 and 1994-95 and then began to increase -- the rate of increase in the last two years has been over 10%.

D.3.

Cal Grant "A" Maximum Award by System and as a Proportion of Average Tuition and Fees, 1992-93 to 1997-98



Year	California State University		University of California		Independent Colleges and Universities	
	Maximum Award	**Percent**	**Maximum Award**	**Percent**	**Maximum Award**	**Percent**
1992-93	$914	65%	$2,108	69%	$4,452	35%
1993-94	$1,440	90%	$3,454	93%	$5,250	39%
1994-95	$1,584	91%	$3,799	92%	$5,250	37%
1995-96	$1,584	91%	$3,799	92%	$5,250	35%
1996-97	$1,584	91%	$3,799	92%	$7,164	45%
1997-98	$1,584	91%	$3,799	92%	$8,184	49%

Definition of Measure: The maximum Cal Grant A award authorized for each four-year system in actual dollars and as a percent of average fees/tuition, as reported by Ca. Student Aid Commission.

Use(s) of Measure: This measure shows the maximum amount a student could receive in Cal Grant aid and what portion of student fees/tuition the grant would offset.

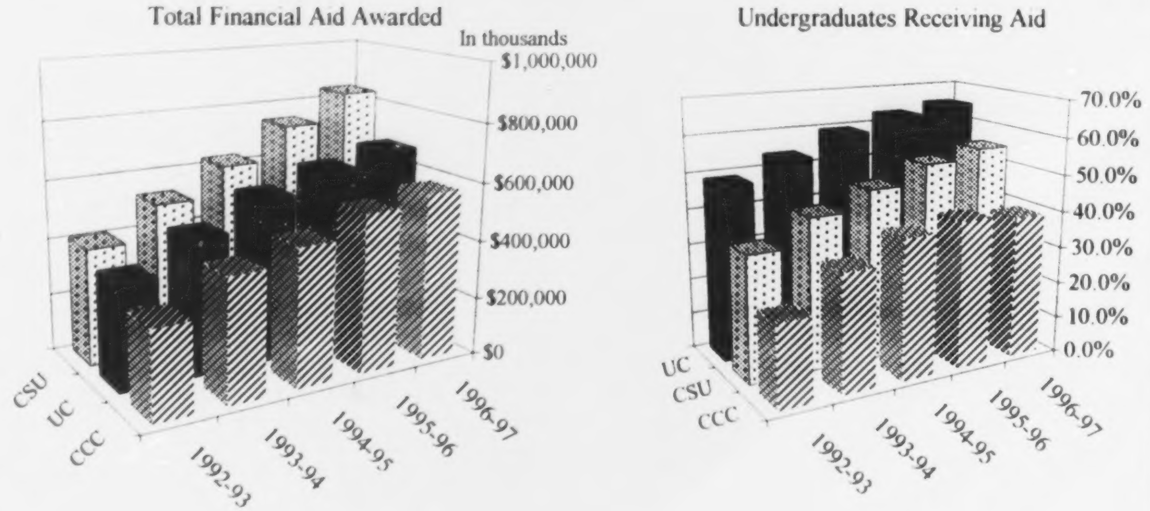
Related Measures: Measure II.C. shows changes in average fees levels at public universities. D.1. reflects the new Cal Grant awards while D.2. shows the distribution on new and renewed grants across the systems.

Comparison Group: These three systems provide baccalaureate level education. The five-year period encompasses the recent period of rising fees.

Analysis: There were no fee changes at the systemwide level betweem 1993-94 and 1997-98. Thus, the maximum award level for the University and State University remained constant for the past several years. The maximun award amount for undergraduates attending an independent college or university grew again in 1997-98 -- a 14 percent increase. This increase brought the proportion of tuition and fees covered by the maximum award for these undergraduates to 49 percent -- the highest level in recent history.

E.1.

Total Financial Assistance for Undergraduates in Public Colleges and Universities, 1992-93 Through 1996-97*


Total Financial Aid Awarded

Undergraduates Receiving Aid

Total Aid Awarded* (in thousands)

	CCC	CSU	UC
1992-93	$302,022	$405,312	$358,370
1993-94	$418,333	$522,408	$467,362
1994-95	$471,184	$626,596	$564,644
1995-96	$544,540	$741,870	$628,349
1996-97	$575,675	$838,381	$673,219

*Includes scholarships, grants, loans, fee waivers, and work-study.

Financial Aid Recipients

	CCC		CSU		UC	
	Number	**% UG**	**Number**	**% UG**	**Number**	**% UG**
1992-93	304,631	22.3%	95,796	34.6%	60,382	48.6%
1993-94	399,047	32.1%	110,124	42.0%	65,783	53.7%
1994-95	467,409	38.3%	122,176	47.2%	72,085	59.2%
1995-96	474,423	40.4%	138,185	52.3%	78,108	63.1%
1996-97	510,692	39.2%	149,894	55.0%	82,138	65.1%

Definition of Measure: Number of undergraduate financial aid recipients and total aid dollars from all sources as reported by the California Community Colleges, the California State University and the University of California.

Use(s) of Measure: This measure describes changes in the numbers of undergraduates receiving student financial aid and the total amount of aid awarded at the three public systems.

Related Measures: Measures II.E.2. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

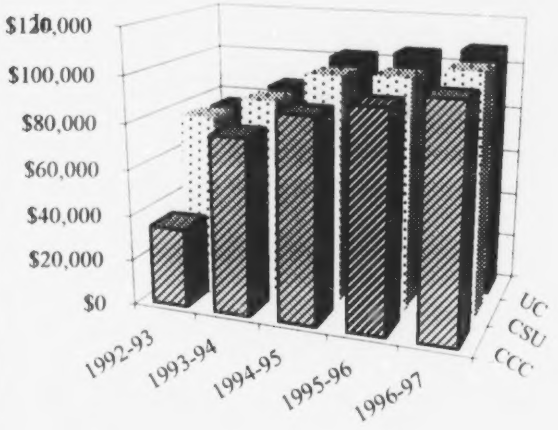
Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: The total financial assistance provided undergraduates at all three public higher education systems increased as did the number of undergraduates receiving some assistance. The rate of growth in aid dollars was somewhat larger than that of number of recipients. By 1996-97,the rate of growth slower somewhat but over 50 percent of all undergraduates enrolled in four-year public institutions received some form of financial assistance while 39 percent of community college students received aid.

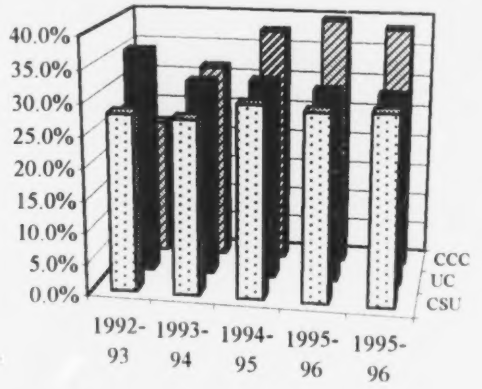
E.2.

Total Institutional Grant Aid for Undergraduates in Public Colleges and Universities, 1992-93 Through 1996-97

Total Grant Aid Awarded



Undergraduates Receiving Institutional Grant Aid



Total Institutional Grant* Aid Awarded (in thousands)

	CCC	CSU	UC
1992-93	$34,738	$77,095	$75,791
1993-94	$77,065	$86,430	$87,046
1994-95	$88,566	$99,178	$102,140
1995-96	$94,050	$100,364	$105,008
1996-97	$99,186	$104,642	$108,051

*Includes fee waivers.

Recipients and as Percent of Undergraduates

	CCC		CSU		UC	
	Number	% of UG	**Number**	% of UG	**Number**	% of UG
1992-93	299,098	21.9%	77,605	28.0%	44,399	35.7%
1993-94	391,799	31.5%	72,275	27.5%	38,126	31.1%
1994-95	458,919	37.7%	78,220	30.2%	38,393	31.5%
1995-96	465,806	39.6%	77,944	29.5%	37,724	30.5%
1996-97	501,416	38.5%	81,017	29.7%	37,858	30.0%

Definition of Measure: Number of undergraduates receiving State and institutional grant aid, including fee waivers, and total grant aid dollars as reported by the California Community Colleges, the California State University, and the University of California.

Use(s) of Measure: This measure describes changes in the number of undergraduates receiving institutional grant aid at the three public systems and the total amount of this aid awarded.

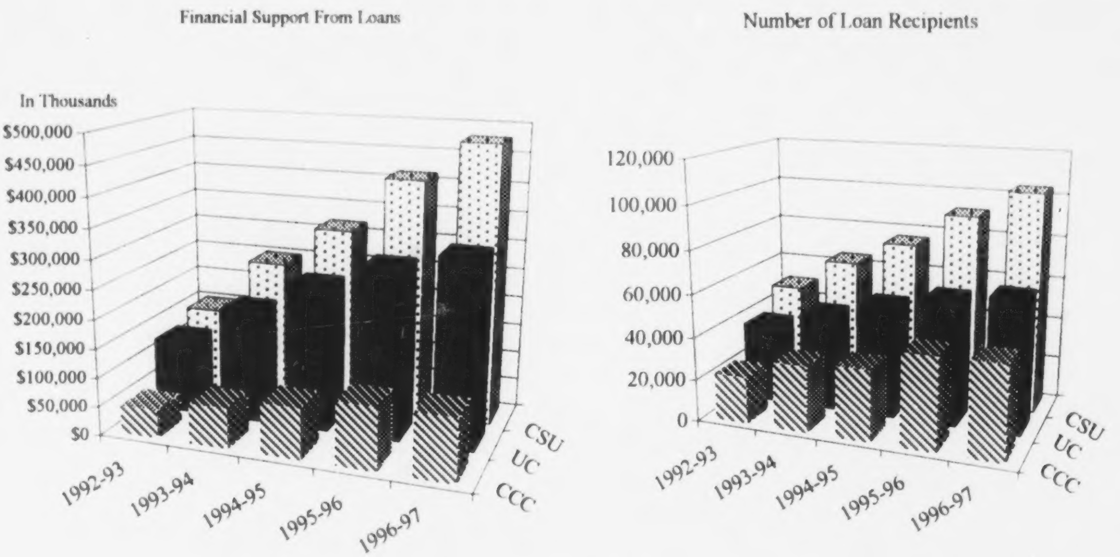
Related Measures: Measures II.E.1. and 3. also illustrate changes in aid conditions and II.C. shows changes in one aspect of students' costs of attending college -- fees.

Comparison Group: The last five years have shown the most dramatic changes in this measure across all systems.

Analysis: Institutional grant aid dollars increased in all three public higher education systems but at a much slow rate of growth than other types of financial assistance. The number of grant aid recipients at the State University increased over last year and was larger than its previous highest level established in 1994-95. The number of grant aid recipients at the University was nearly the same as last year but substantially smaller than their numbers in 1992-93. About 30 percent of public university undergraduates receive grant assistance while 38 percent of community college students receive such aid.

E.3.a.

Financial Support for Undergraduates From Loans, 1992-93 Through 1996-97


Financial Support From Loans

Number of Loan Recipients

Total Loans Initiated (in thousands)

	CCC	UC	CSU
1992-93	$48,696	$125,977	$147,956
1993-94	$69,696	$192,798	$246,313
1994-95	$86,961	$247,205	$315,620
1995-96	$107,387	$289,526	$410,105
1996-97	$107,474	$317,724	$476,302

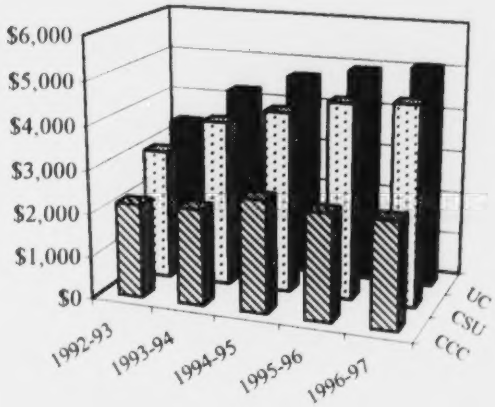
Number of Recipients

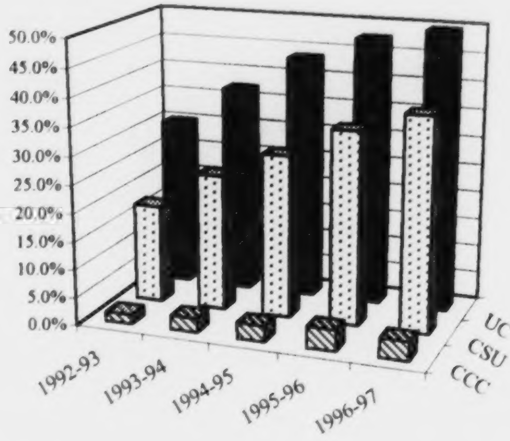
	CCC	UC	CSU
1992-93	22,345	37,284	48,828
1993-94	31,446	45,441	64,027
1994-95	33,494	52,875	75,250
1995-96	43,618	58,927	90,891
1996-97	43,739	62,569	103,489

Definition of Measure:	Number of undergraduate loan recipients and total loan dollars as reported by the California Community Colleges, the California State University and the University of California.
Use(s) of Measure:	This measure describes changes in the numbers and amounts of loan indebtedness undergraduates are incurring at the public systems.
Related Measures:	Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.
Comparison Group:	The last five years have shown the most dramatic changes in these measures across all systems.
Analysis:	The amount of new loans initiated by undergraduates in public higher education continued to grow in 1996-97 but at a somewhate slower rate of growth than previously. The number of new loan recipients also continued to grow at public universities albeit at a somewhat slower rate of growth while only a very small increase occurred in the number new loan recipients community colleges.

E.3.b.

Financial Support From Loans Per Undergraduate, 1992-93 Through 1996-97





Average Loans Per Recipeint

	CCC	CSU	UC
1992-93	$2,179	$3,030	$3,379
1993-94	$2,216	$3,847	$4,243
1994-95	$2,596	$4,194	$4,675
1995-96	$2,462	$4,512	$4,913
1996-97	$2,457	$4,602	$5,078

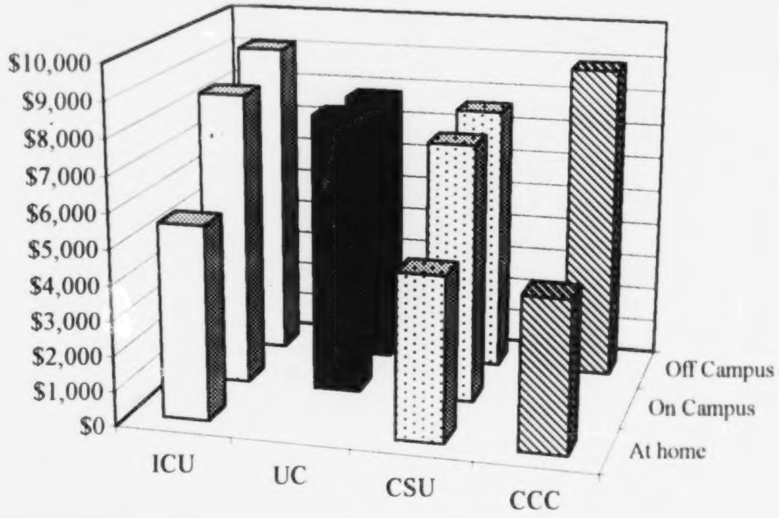
Recipients as Percent of UG

	CCC	CSU	UC
1992-93	1.6%	17.6%	30.0%
1993-94	2.5%	24.4%	37.1%
1994-95	2.7%	29.1%	43.4%
1995-96	3.7%	34.4%	47.6%
1996-97	3.4%	38.0%	49.6%

Definition of Measure:	Average loan amount per recipients and recipients as a percent of undergraduate enrollments as reported by the systems.
Use(s) of Measure:	This measure describes changes in average loan burden and loan indebtedness of undergraduates at the public systems.
Related Measures:	Measures II.E.1. and 2. also illustrate changes in aid conditions and II.C. shows changes in one aspect of increases in students' cost of attending college.
Comparison Group:	The last five years have shown the most dramatic changes in these measures across all systems.
Analysis:	Average loan amount per loan recipient continued to grow but at somewhat slower rate of growth. The proportion of undergraduates who initiated new loans also continued to grow. About 50 percent of undergraduates at the University of California initiated student loans while about 38 percent of undergraduates at the State University sought new loans. About 3 percent of community college students initiated loans in 1996-97

F.

Average Annual Living Expenses for Full-time Undergraduates at California Institutions, 1991-92 and1994-95



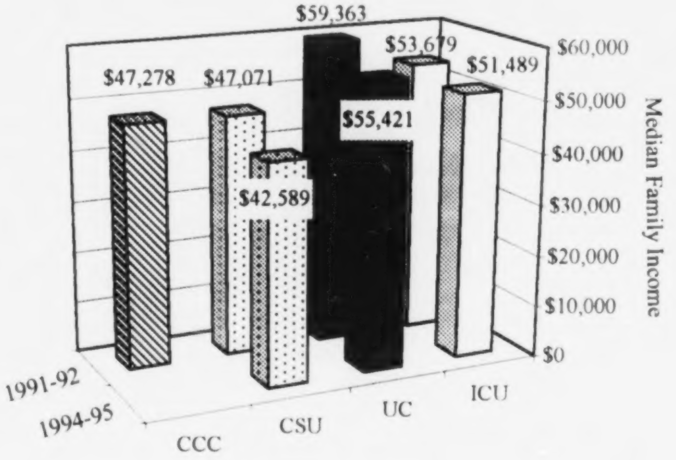
Living Arrangement	**California Community Colleges**	**California State University**	**University of California**	**Independent Colleges and Universities**
At home	$4,295 *	$4,675	Not Available	$5,555
On Campus	Not Applicable	$7,394	$7,973	$8,422
Off Campus	$8,960 *	$7,620	$7,814	$9,128

* 1991-92 data as 1994-95 data were unavailable for Community Colleges

Definition of Measure:	Average living and educational expenses except tuition and fees for full-time undergraduates by living arrangement by system from SEARS by Student Aid Commission.
Use(s) of Measure:	This measure shows differences in average student living expenses for full-time undergraduatates by postsecondary system.
Related Measures:	Measure II.C shows the differences in undergraduate fee levels by system and II.G. shows differences in average family and student income by system.
Comparison Group:	The comparison across systems shows full-time student living expenses excluding tuition and fees for the various systems of California postsecondary education.
Analysis:	Undergraduate students at independent colleges and universities tend to have higher average annual living expenses than undergraduates at public colleges and universities when attending full-time. Community college students have the highest off-campus living expenses of public institution. This may be related to the fact that these students are on the average older. On campus living expenses were very similar at all 4-year institutions

G.1.

Median Family Income of Dependent Undergraduates at California Institutions, 1991-92 and 1994-95

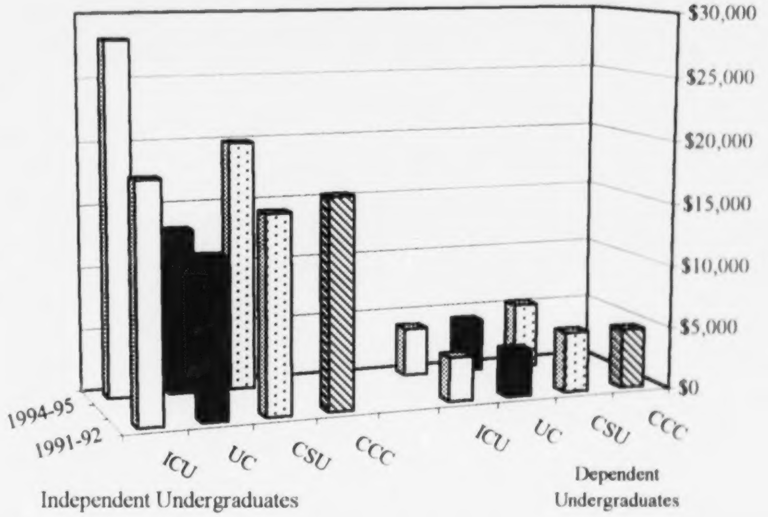


Year	California Community Colleges	California State University	University of California	Independent Colleges and Universities
1991-92	$47,278	$47,071	$59,363	$53,679
1994-95	Not Available	$42,589	$55,421	$51,489
Dependent Students as % of Undergraduates	26.0%	48.8%	84.1%	80.5%

Definition of Measure:	Average median family income of dependent students enrolled in California postsecondary institution from Student Expenses & Resources Survey (SEARS) by Student Aid Commission.
Use(s) of Measure:	This measure shows differences in median family income of dependent students by choice of undergraduate institution.
Related Measures:	Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.
Comparison Group:	The comparison across systems shows family resources available to help support the cost of attending the various systems of California postsecondary education.
Analysis:	Median family income of dependent undergraduates at all four higher education systems wer estimated to decline between 1991-92 and 1994-95. This trend is consistent with the increases in the number of undergraduates utilizing various sources of financial assistance. Variations in median family income across systems remained much the same. Undergraduates at the University of California had the highest median family income followed by that of undergraduates at independent colleges and universities. Undergraduates at the State University and at the community colleges had smaller median family incomes that were very similar to each other.

G.2.

Average Student Earnings of Undergraduates by Dependency Status at California Institutions, 1991-92 and 1994-95



Year	California Community Colleges		California State University		University of California		Independent Colleges and Universities	
	Dependent	Independent	Dependent	Independent	Dependent	Independent	Dependent	Independent
1991-92	$4,724	$16,650	$4,794	$15,625	$3,676	$12,567	$3,512	$18,565
1994-95	Not Available		$5,238	$19,877	$4,173	$13,077	$3,878	$28,114

Definition of Measure Average annual student income of dependent and independent students by postsecondary system from Student Expense & Revenue Survey (SEARS) by Student Aid Commission.

Use(s) of Measure: This measure shows differences in average student income of dependent and independent undergraduates by postsecondary system.

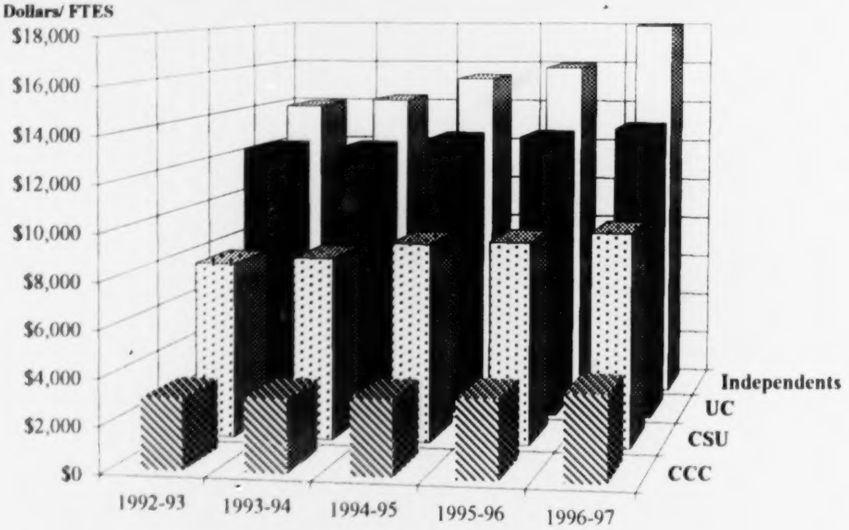
Related Measures: Measure II.C shows the differences in undergraduate fee levels by system and II.F. shows differences in average expenses by system and living arrangement.

Comparison Group: The comparison across systems shows student resources available to help support the cost of attending the various systems of California postsecondary education.

Analysis: Unlike median family income, student average earnings increased between 1991-92 and 1994-95. Among dependent students, undergraduates at the State University had higher average earnings than those at the University of California or at independent colleges and universities. The higher median family income of these latter students probably meant that they did not need to rely as heavily on their own resources as did State University students. Among independent undergraduates, those attending independent colleges and universities had the higher average earnings while those at the University of California had the lowest average earnings.

H.

Average Revenues for Instructionally Related Activities per Full-time Equivalent Student, 1992-93 to 1996-97



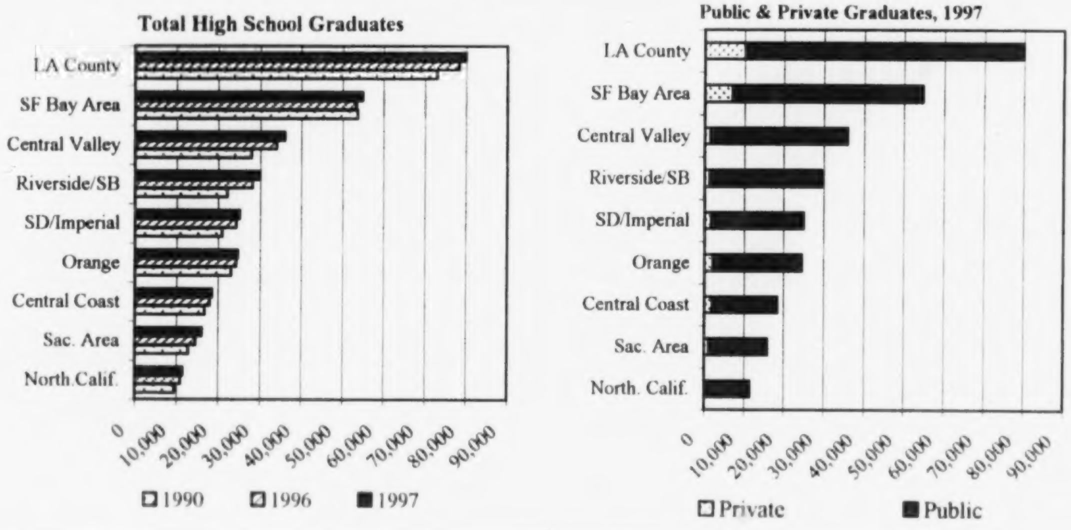
	California Community Colleges	California State University	University of California	California Independent Colleges & Universities*
	Actual	Actual	Actual	Computed
1992-93	$3,040	$7,781	$12,363	$13,975
1993-94	$3,139	$8,097	$12,387	$14,305
1994-95	$3,222	$8,811	$12,871	$15,391
1995-96	$3,366	$8,952	$13,010	$15,950
1996-97	$3,674	$9,412	$13,424	$17,998

*AICCU figures computed from total I-R expenditures per FTE.

Definition of Measure:	Revenues for instructionally related activities from all sources in public postsecondary education per full-time equivalent student (See CPEC, Fiscal Profiles for specifications).
Use(s) of Measure:	This measure shows changes in revenues from all sources for instructionally related activities per FTE student in public postsecondary institutions.
Related Measures:	Measure II.C. shows changes in undergraduate fee which are one component of these revenues. General State Funds (and local assistance funds) as well as lottery funds are also revenue sources.
Comparison Group:	The five-year time period covered a similar period shown for resident fee increases and changes in State appropriations.
Analysis:	All four systems of postsecondary education posted increases in their revenues for instructionally related activities in 1996-97. In fact, the current year increases were substantially greater than the previous year's increases. The community colleges showed a 9 percent increase compared to last year's 3 percent. The State University posted a 5 percent increase compared to only 2 percent the previous year. The University had a 3 percent increase compared to 1 percent and independents had the greatest growth -- nearly 13 percent compared to 4 percent last year.

A.1.

Public and Private High School Graduates by Major Geographic Region, 1990, 1996, and 1997

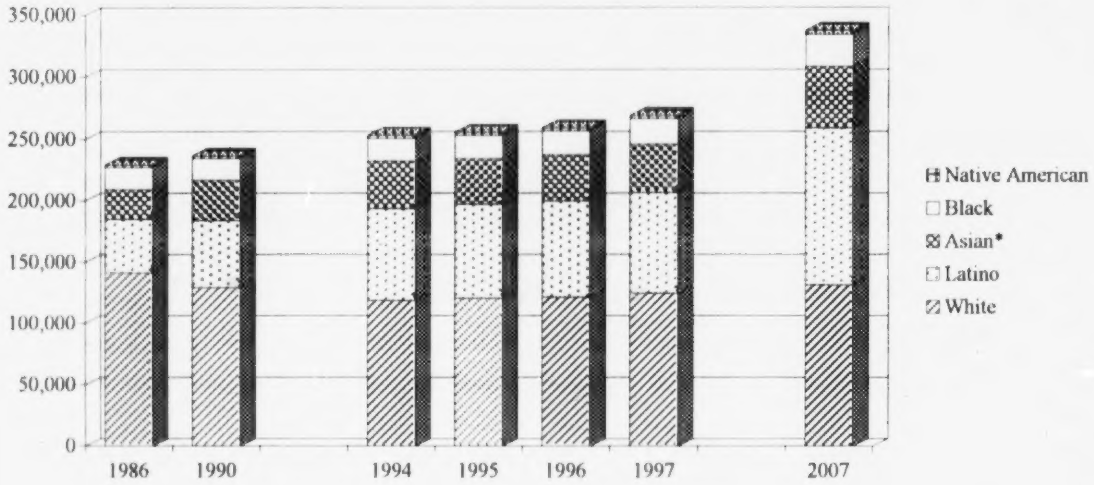


	~ 1990 ~		~ 1996 ~		~ 1997 ~	
	Public	**Private**	**Public**	**Private**	**Public**	**Private**
Los Angeles County	63,436	9,470	67,289	11,026	69,714	10,205
San Francisco Bay Area	47,342	6,261	46,707	6,695	47,880	6,977
Central Valley	26,933	976	32,621	1,365	34,517	1,444
Riverside/San Bernardin	19,500	836	26,928	1,192	28,426	1,216
San Diego/Imperial	21,229	1,476	22,677	1,555	23,452	1,664
Orange County	21,552	1,484	22,297	2,035	22,508	2,143
South-Central Coast	15,155	1,605	16,309	1,729	16,549	1,965
Sacramento Area	12,124	718	13,639	982	14,945	1,124
Northern California	9,290	225	10,604	419	11,080	472
	236,561	**23,051**	**259,071**	**26,998**	**269,071**	**27,210**

Definition of Measure:	California's public and private high school graduates as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.
Related Measures:	Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.
Comparison Group:	One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.
Analysis:	Between 1996 and 1997, the total number of high school graduates increased by 10,212 students, a -- 3.5 percent gain. Of the total high school graduates, 91 percent attended public high schools The Sacramento region had the largest proportional increase in high school graduates at 9 percent. Orange County showed the smallest growth -- 1.3 percent. The private high school graduates account for 9 percent of the total high school graduates. The San Francisco/Bay Area and Los Angeles County region have the largest percentages of private high school graduates -- 13 percent in each region. In Northern California, Riverside/San Bernardino, and the Central Valley regions only 4 percent of graduates come from private high schools.

A.2.

Racial/Ethnic Composition of California's Public High School Graduating Class, 1986, 1990, 1994 To 1997, and 2007 Projected



	1986	1990	1994	1995	1996	1997	2007**
Asian*	24,011	32,866	38,379	37,029	37,434	39,454	*49,425*
Black	18,387	17,460	18,979	18,864	19,436	20,742	*25,966*
Native American	1,658	1,886	2,119	2,262	2,290	2,364	*2,966*
Latino	43,556	55,152	75,026	76,557	78,619	82,015	*127,832*
White	141,414	128,927	118,580	120,488	121,292	124,496	*131,259*
TOTAL	**229,026**	**236,291**	**253,083**	**255,200**	**259,071**	**269,071**	***337,448***
Asian*	10.5	13.9	15.2	14.5	14.4	14.7	*14.6*
Black	8.0	7.4	7.5	7.4	7.5	7.7	*7.7*
Native American	0.7	0.8	0.8	0.9	0.9	0.9	*0.9*
Latino	19.0	23.3	29.6	30.0	30.3	30.5	*37.9*
White	61.7	54.6	46.9	47.2	46.8	46.3	*38.9*

*Category includes Asians, Pacific Islanders, and Filipinos

**Projected

Definition of Measure: Racial/ethnic composition of California's public high school graduates as reported by the State Department of Education (CBEDS) and Department of Finance DRU 1997 projections.

Use(s) of Measure: This measure describes the primary source population for new college freshmen enrolling in California postsecondary education.

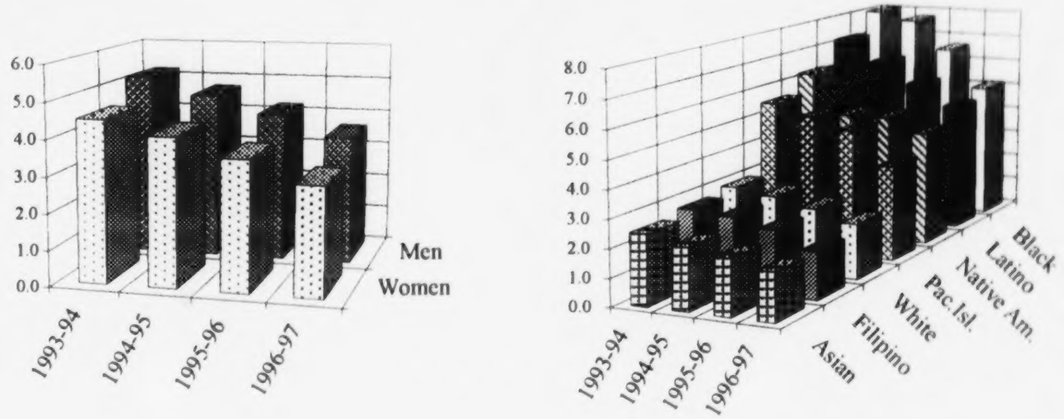
Related Measures: Most of the measures in this section describe various characteristics of these graduates or the K-12 student population. Measures IV.A. and IV.B. also use this measure as a required component.

Comparison Group: One of the primary issues of importance to postsecondary planning in California is the growth in the size and diversity of this source population.

Analysis: The number of public high school graduates from all racial-ethnic groups increased in 1997. The largest increases in the numbers of graduates occurred among Latino and White students while the largest proportional growth occurred among Asian and Black students. The rate of expansion in the representation of Latino students among public high school graduates appeared to be slowing down as had the rate of decline in representation of White graduates. Revised projection are expected to reflect this change.

B.

Dropout Rates in California's Public High Schools by Gender and Racial/Ethnic Group, 1993-94 To 1996-97



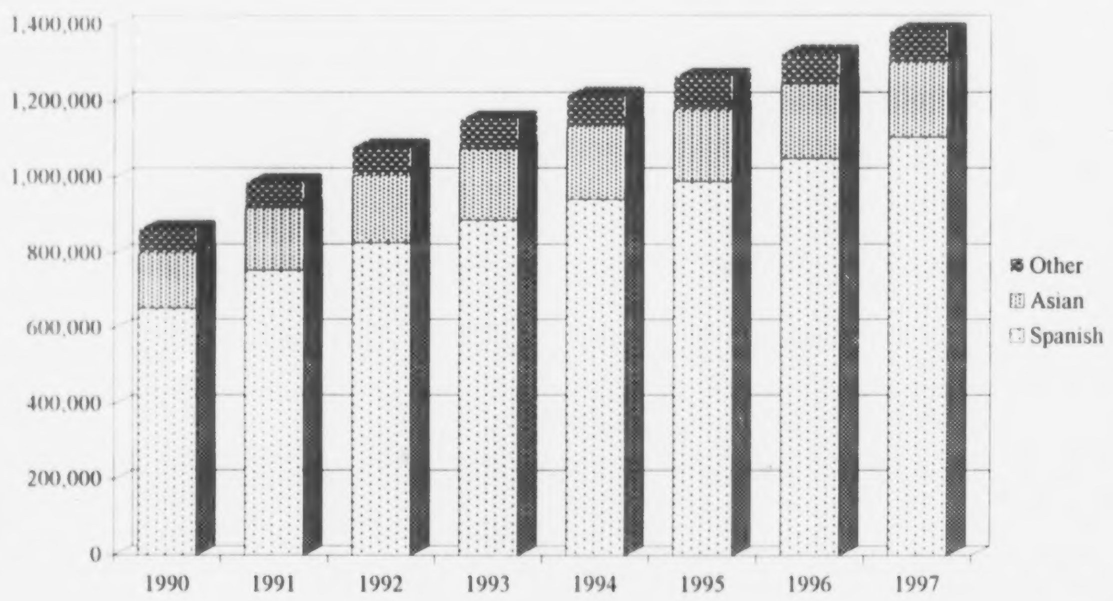
	1993-94	1994-95	1995-96	1996-97
Men	5.2	4.7	4.2	3.6
Women	4.5	4.1	3.6	3.0
California	**5.0**	**4.4**	**3.9**	**3.3**
U.S.		**5.3**		**5.0**

	1993-94	1994-95	1995-96	1996-97
Asian	2.5	2.2	2.0	1.7
Pacific Islander	5.5	5.1	4.7	3.5
Filipino	2.7	2.6	2.3	1.7
Black	8.0	7.7	6.6	5.1
Native American	6.2	4.7	4.7	4.2
Latino	7.2	6.4	5.6	4.8
White	2.9	2.7	2.4	2.0
Total	**4.9**	**4.4**	**3.9**	**3.3**

Definition of Measur	The one-year dropout rate for grade 9 through 12 of California public high schools by racial/ethnic groups as reported by the State Department of Education's Demographic Unit.
Use(s) of Measure:	This revised measure describes the State's drop-out rate using a method consistent with national event drop-out rates, grades 10-12, reported by National Center for Education Statistics (NCES).
Related Measures:	Measure III.A. describes this measure's counterpart of completes. Measures G. and H. describe the cumulative impact of this group on the educational attainment level of the adult population.
Comparison Group:	This revised methodology that is consistent with national reporting requirements for computing dropout rates has been computed since 1991-92 only.
Analysis:	The annual drop-out rate of California public high school students continued to decline -- down to 3.3 percent in 1996-7. While the rates for both men and women decreased as well as for students from all racial-ethnic groups, the sharp differences among groups persisted. While the national drop-out rate decreased 0.3 percent between 1994-5 and 1996-7, the California rate dropped 1.1 percent.

C.

California's Public School Students Identified as Limited English Proficient, 1990 to 1997

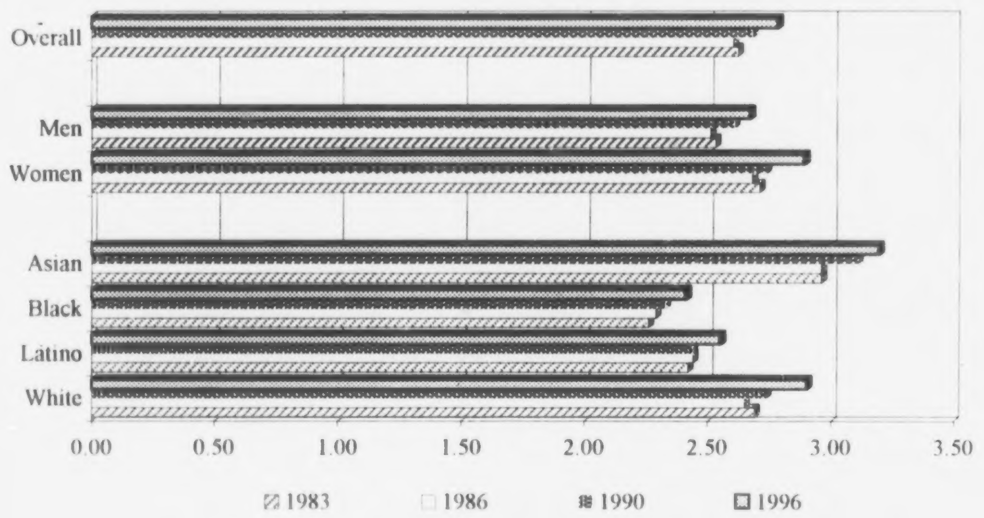


Language	1990	1991	1992	1993	1994	1995	1996	1997
Spanish	655,097	755,359	828,036	887,757	943,559	990,801	1,051,125	1,107,186
Asian	143,782	162,833	175,829	184,626	189,816	187,042	192,366	192,467
Other	62,652	68,270	74,840	79,436	81,843	85,139	80,276	81,740
TOTAL	861,531	986,462	1,078,705	1,151,819	1,215,218	1,262,982	1,323,767	1,381,393
Percent of Total Enrollments	18.1	19.9	21.1	22.2	23.1	23.6	24.2	24.6

Definition of Measure:	The number of students in California public schools identified as having limited English proficiency by major language group as reported by the State Department of Education's Language Census Report.
Use(s) of Measure:	This measure describes changes in the numbers of students in public schools with English proficiency and representation among all enrolled students.
Related Measures:	Measure I.F. presents representation of limited English proficiency in the adult population in California.
Comparison Group:	The composition of LEP students by major language group is included to underscore the increasing numbers of students from diverse language backgrounds.
Analysis:	The total number of LEP students in California Public schools increased 4.2 percent in 1997. Since 1990, the number of these enrolled in public school rose by 60 percent. The proportion of these students who were Spanish speaking also continued to grow -- now comprising 80 percent of all LEP students. The Asian LEP population showed a minimal amount of growth while "Other" LEP students increased by 1.8 percent.

D.

Estimated Grade-Point Average of Public High School Graduates, 1983, 1986, 1990, and 1996

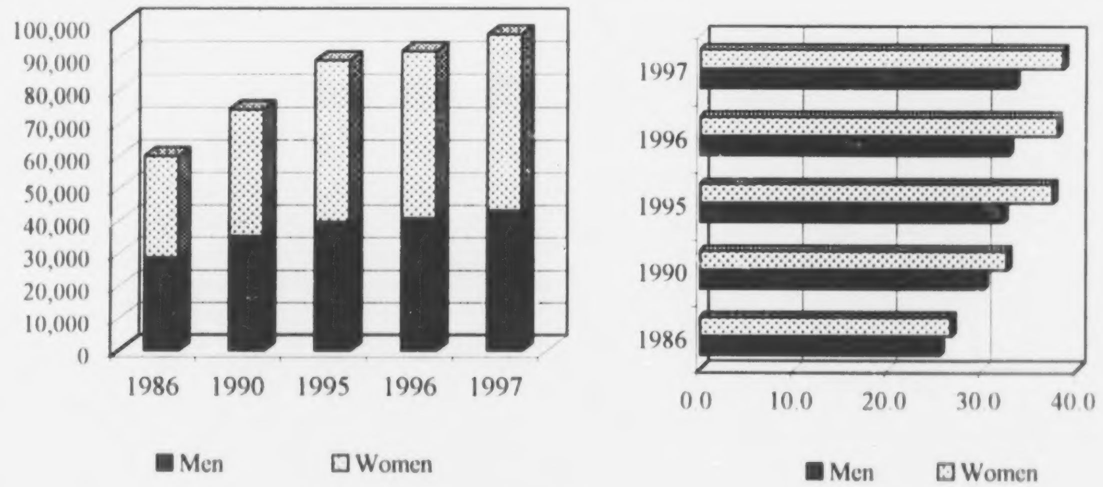


	1983	1986	1990	1996
Overall	2.62	2.60	2.68	2.78
Men	2.53	2.51	2.61	2.67
Women	2.71	2.68	2.74	2.89
Asian	2.96	2.96	3.11	3.19
Black	2.26	2.29	2.33	2.41
Latino	2.42	2.44	2.44	2.55
White	2.69	2.65	2.74	2.90

Definition of Measure:	The grade-point average for public high school graduates statewide, by gender and major racial/ethnic groups, are estimates based on sample data drawn for the 1983, 1986, 1990, and 1996 High School Eligibility Studies of the California Postsecondary Education Commission.
Use(s) of Measure:	This measure provides the only indicator of average grade point achievement for California public school graduates. It provides a general indicator for the entire population of graduates but its usefulness is limited by the lack of data on the range of graduates' grade-point averages.
Related Measures:	Measure III.E. describing graduates' completing the "a-f" university preparatory curricula provides another achievement indicator. Measure IV.A. provides college choice behaviors that may be related to levels of academic performance.
Comparison Group:	These data are available only for those years in which Eligibility Studies were completed and for those student subgroups for which valid estimates could be generated due to sample size.
Analysis:	Average grades again increased statewide between 1990 and 1996. The increase in average grades for women was somewhat larger than the increase in men's average grades. The largest increase in average grades was posted by White graduates closely followed by the increase in grades earned by Latino graduates. Smaller than average increases occurred among Black and Asian graduates. Increased participation in honors and AP courses probably account for some of the increase.

E.1.a.

California Public High School Graduates Completing University Preparatory Curriculum by Gender, 1986, 1990, and 1995 to 1997



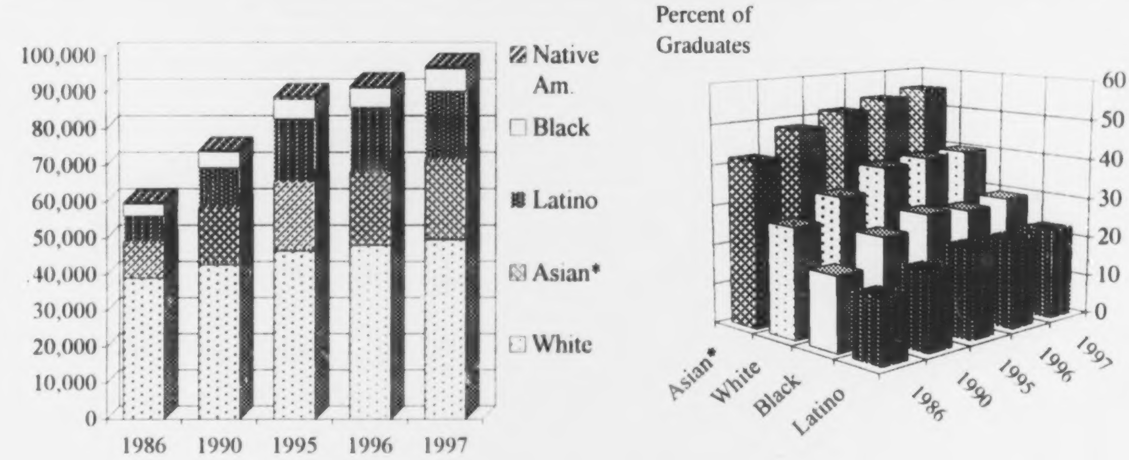
	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1995	1996	1997	1986	1990	1995	1996	1997
Men	28,530	35,064	39,461	40,734	43,077	25.4	30.1	32.1	32.7	33.4
Women	31,199	39,071	49,484	50,964	53,802	26.7	32.6	37.4	37.9	38.4
Total	**59,729**	**74,135**	**88,776**	**91,698**	**96,879**	**26.1**	**31.3**	**34.8**	**35.4**	**36.0**

• Includes Asians, Filipinos and Pacific Islanders

Definition of Measure	The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by gender, as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.
Related Measures:	Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.
Comparison Group:	Data by gender are presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.
Analysis:	More than 5,000 more public high school graduates completed a college preparatory curriculum in 1997 than in 1996. This growth was sufficient to expand the proportion of graduates completing such a course of study to 36 percent -- a growth rate similar to that of last year. In 1997, the number of women completing university preparatory curriculum was greater than their male counterparts. However, the increases in the proportions of men and women completing university preparatory curriculum were relatively the same. Between 1996 to 1997, the total number of men and women who completed the" A-F" pattern increased by 5.7 percent. Both in number and proportion, more public high school graduates are preparing themselves to pursue postsecondary education at the baccalaureate level.

E.1.b.

Racial/Ethnic Background of California Public High School Graduates Completing University Preparatory Curriculum, 1986, 1990, and 1995 to 1997



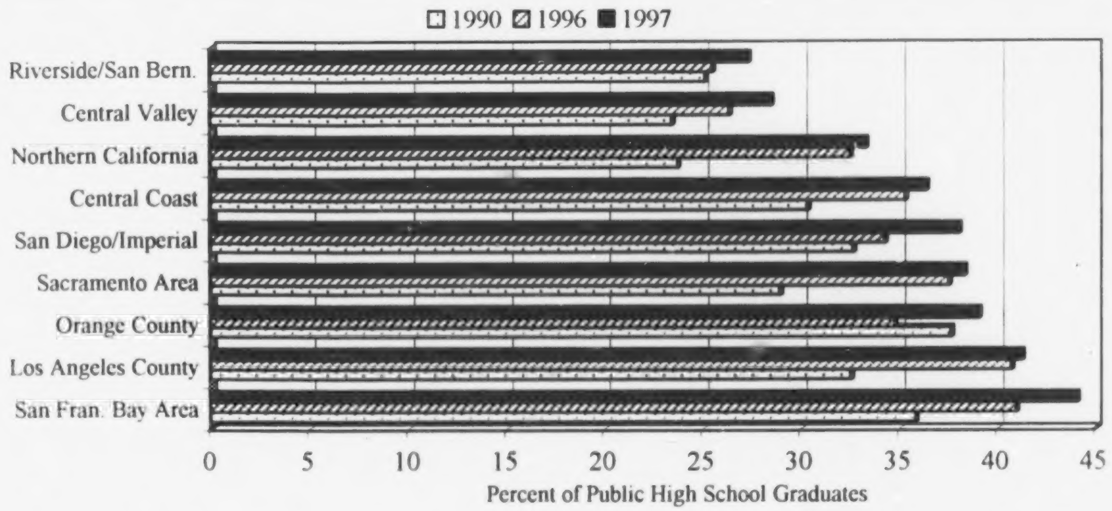
	Number of "A-F" Completers					Percent of Graduates				
	1986	1990	1995	1996	1997	1986	1990	1995	1996	1997
Asian*	10,035	15,831	18,937	20,071	21,852	41.8	48.1	51.3	53.6	55.4
Black	3,398	4,435	5,455	5,429	6,029	18.5	25.4	28.9	27.9	29.1
Latino	6,916	10,730	17,250	17,529	18,747	15.9	19.4	22.5	22.3	22.9
Native American	273	369	604	549	554	16.5	19.5	26.7	24.0	23.4
White	39,107	42,770	46,530	48,120	49,694	27.7	33.1	38.7	39.7	39.9
Total	**59,729**	**74,135**	**88,776**	**91,698**	**96,876**	**26.1**	**31.3**	**34.8**	**35.4**	**36.0**

* Includes Asians, Filipinos and Pacific Islanders

Definition of Measure	The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major racial/ethnic groups, as reported by the State Department of Education (CBEDS).
Use(s) of Measure:	This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.
Related Measures:	Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.
Comparison Group:	Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The years 1986 and 1990 are used as baselines with the three most recent years, providing trend data since the last two Eligibility Studies.
Analysis:	Between 1996 and 1997, the number of high school graduates from all ethnic groups who completed the "A-F" college preparatory courses increased. The largest proportional growth occurred among Black student who had an 11 percent gain. However, only 29 percent of Black graduates completed this curriculum in 1997. Latino graduates taking this curriculum increased by 6.9 percent -- this was only 23 percent of all Latino graduates. Asian graduates completing this curriculum grew by 8.8 percent -- 55 percent of all Asian graduates completed this curriculum. White graduates completing this curriculum also increased -- now nearly 40 percent of all White graduates.

E.2.

California Public High School Graduates Completing University Preparatory Curriculum, By Major Geographic Region, 1990, 1996, and 1997



	Number of "A-F" Completers			Percent of Graduates		
	1990	1996	1997	1990	1996	1997
San Francisco Bay Area	16,951	19,114	20,559	35.8	40.9	44.0
Los Angeles County	20,646	27,355	27,728	32.5	40.7	41.2
Orange County	8,107	7,738	8,697	37.6	34.7	39.0
Sacramento Area	3,507	5,113	5,218	28.9	37.5	38.3
San Diego/Imperial	6,932	7,759	8,612	32.6	34.2	38.0
Central Coast	4,599	5,748	5,924	30.3	35.2	36.3
Northern California	2,200	3,440	3,525	23.7	32.4	33.2
Central Valley	6,290	8,579	9,277	23.4	26.3	28.4
Riverside/San Bernardino	4,903	6,852	7,339	25.1	25.4	27.3
Total	**74,135**	**91,698**	**96,879**	**31.3**	**35.4**	**36.0**

Definition of Measure The number and proportion of public high school graduates completing a university preparatory curriculum, earning grades of C or better, by major geographic region, as reported by the State Department of Education (CBEDS).

Use(s) of Measure: This measure provides an indicator of changes in curriculum patterns among public high school students who are taking the pattern of courses required for university admission.

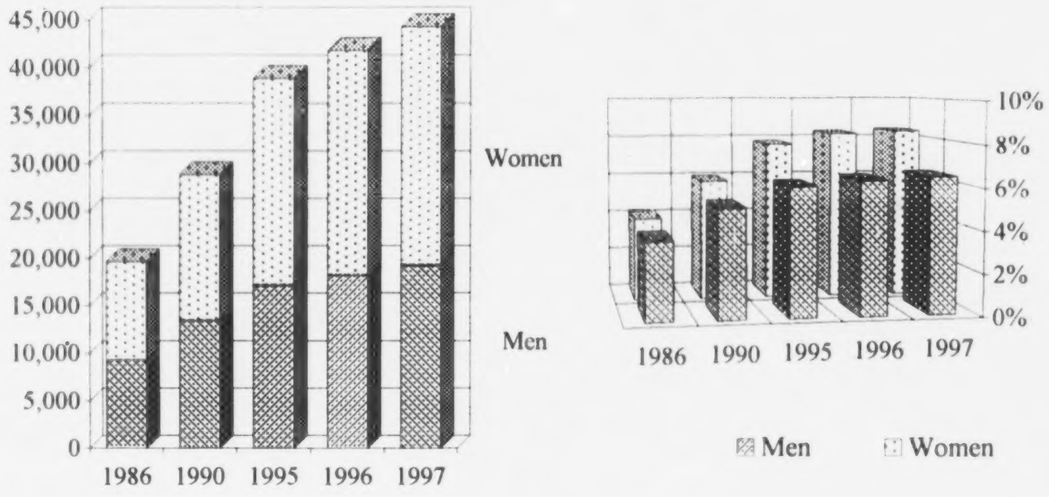
Related Measures: Measure IV.A. provides data on first-time freshmen enrollment patterns that may relate to the degree of university preparation indicated by this measure.

Comparison Group: Data by major racial/ethnic group is presented because of substantial variations in their enrollment rates. The year 1990 is used as baseline with the current year to provide comparison data from the last Eligibility Study.

Analysis: In 1997, Orange County had the largest growth -- 11 percent -- in graduates completing the "A-F" curriculum, raising their participation rate to 39 percent. Los Angeles, with the largest number of graduates, had the smallest rate of growth -- 1 percent increase -- expanding their participation rate to 41 percent. The San Francisco Bay Area region continued to have the highest participation rate -- 44 percent. The Sacramento region, San Diego/Imperial counties, and the Central Coast had larger than average proportions of their graduates completing this curriculum. The Central Valley and Riverside/San Bernardino counties posted above average growth in their graduates' participation in these courses but their participation rates remained below average, as well as that of Northern California.

F.1.

California's Twelfth Grade Men and Women Participating in Advanced Placement (AP) Examinations, 1986, 1990, 1995 to 1997



	Number of Test Takers					Percent of All High School Graduates				
	1986	1990	1995	1996	1997	1986	1990	1995	1996	1997
Men	9,345	13,437	17,136	18,172	19,235	3.7%	5.2%	6.1%	6.4%	6.5%
Women	10,288	15,367	21,739	23,665	25,053	4.1%	5.9%	7.8%	8.3%	8.4%
Total	**19,633**	**28,804**	**38,875**	**41,837**	**44,288**	**7.8%**	**11.1%**	**13.9%**	**14.6%**	**14.9%**

Definition of Measure The number of California twelfth-graders participating in Advanced Placement (AP) exams by gender as reported by the College Board and as a percent of all California high school graduates.

Use(s) of Measure: This measure provides another indicator of student achievement during high school as these exams are on college level work.

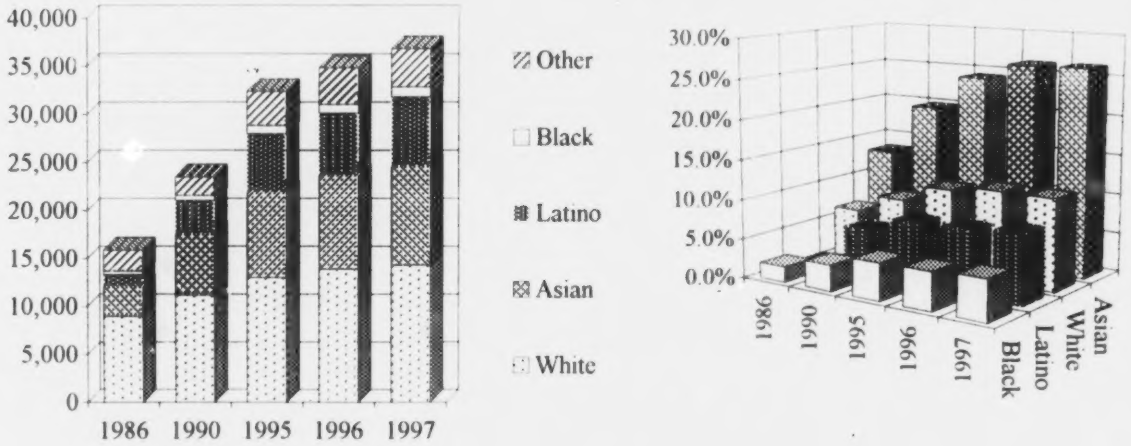
Related Measures: Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.

Comparison Group: Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.

Analysis: In 1997, the proportion of 12th graders taking Advanced Placement tests expanded by 6 percent. For the first time since 1986, the growth in the number of women taking these tests slowed so that the rate of growth was the same for men and women -- 5.9 percent. Thus, while the proportion of both men and women graduates taking these tests grew slightly, the proportion of women -- 8.4 taking AP tests -- 8.4 percent -- remained well above the proportion of men participating -- 6.5 percent.

F.2.

Racial/Ethnic Background of Twelfth Grade Advanced Placement Test Takers from California Public Schools, 1986, 1990, 1995 to 1997



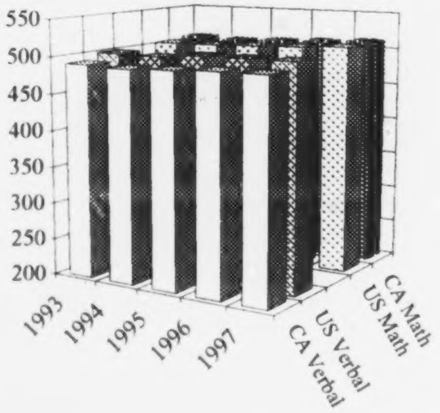
	Number of Test Takers					Percent of Each Group's Graduates				
	1986	**1990**	**1995**	**1996**	**1997**	**1986**	**1990**	**1995**	**1996**	**1997**
Asian	3,150	6,475	8,912	9,794	10,353	13.2	19.7	24.1	26.2	26.2
Black	356	567	875	924	1,055	2.0	3.2	4.6	4.8	5.1
Latino	1,206	3,399	6,077	6,399	7,153	2.8	6.2	7.9	8.1	8.7
Other	2,218	1,919	3,521	3,791	3,951					
White	8,979	11,173	13,010	13,929	14,296	6.4	8.7	10.8	11.5	11.5
Total	**15,909**	**23,533**	**32,395**	**34,837**	**36,808**	**7.0**	**10.0**	**12.7**	**13.4**	**13.7**

Definition of Measure	The number of California public high school twelfth-graders participating in Advanced Placement (AP) exams by major racial/ethnic group as reported by the College Board report and these participants as a percent of each group's graduates.
Use(s) of Measure:	This measure provides another indicator of student achievement during high school as these exams are on college level work.
Related Measures:	Measure III.G. on college entrance exams provides another standardized indicator of achievement among students interested in attending college.
Comparison Group:	Historical and recent year data are shown to illustrate the magnitude of change over time while differential participation by group highlights an area of on-going policy concern.
Analysis:	Participation of public high school twelfth graders in Advanced Placement tests increased by 5.4 percent. The increases in Black and Latino students taking these tests was substantially above average -- 14.2 and 11.8 percent, respectively. In fact, growth in these students' participation accounted for the growth in twelfth graders' participation. Yet, their participation rates remained substantially below average. Growth in the number of Asian and White test takers equaled the growth in the number of these twelfth graders, resulting in no change in their participation rate.

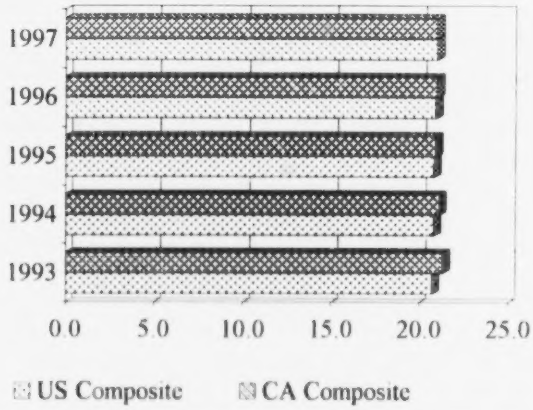
G.1.

Achievement of California Students Taking the SAT I and the ACT Examinations as Compared to National Achievement, 1993 to 1997

SAT Scores



ACT Score

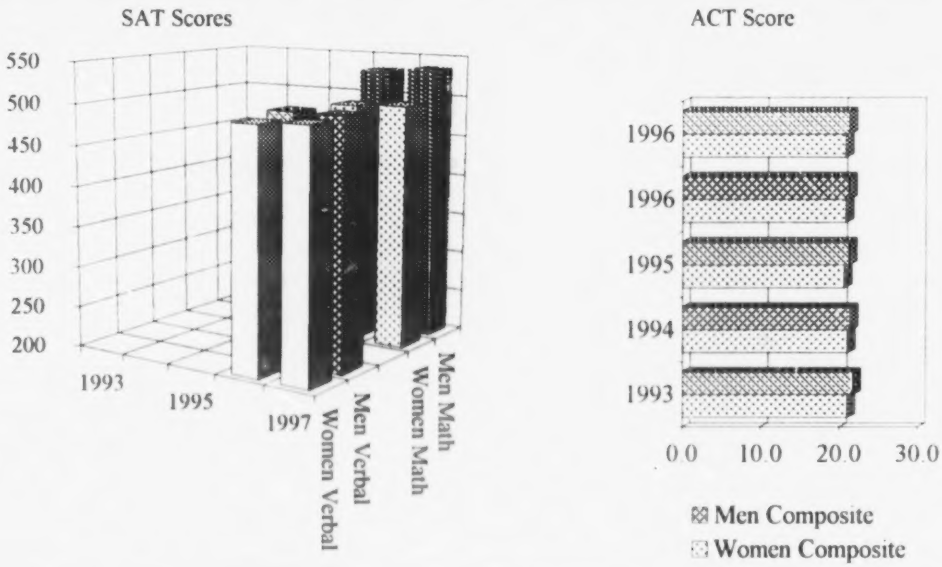


	California					National				
Scores	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997
SAT Verbal	491	489	492	495	496	500	499	504	505	505
SAT Math	508	506	509	511	514	503	504	506	508	511
ACT Composite	21.3	21.1	20.9	21.0	21.0	20.7	20.8	20.8	20.9	21.0
Participation										
SAT	120,386	127,004	127,364	132,711	137,860	1,044,465	1,050,386	1,067,993	1,084,725	1,127,021
ACT	25,994	29,116	33,741	31,663	34,323	875,603	891,714	945,369	924,663	959,301

Definition of Measure:	The number of students participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.
Use(s) of Measure:	This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.
Related Measures:	Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.
Comparison Group:	As these examinations are used by many universities across the nation, the national comparison is provided as an indicator of California students' achievement in the national arena.
Analysis:	Average verbal SAT scores of California seniors improved while there was no change in the national average. Average SAT math scores improved 3 points both in California and nationally. ACT composite scores were unchanged in California but grew by 0.1 point nationally, making these scores equal. ACT participation more than recovered from their slump last year. Substantial increases in SAT participation level continued and more than kept pace with the growth in the size of the graduating class -- expanding the participation rate of California students in these tests.

G.2.

Achievement of California Men and Women on the SAT I and the ACT, 1993 to 1997

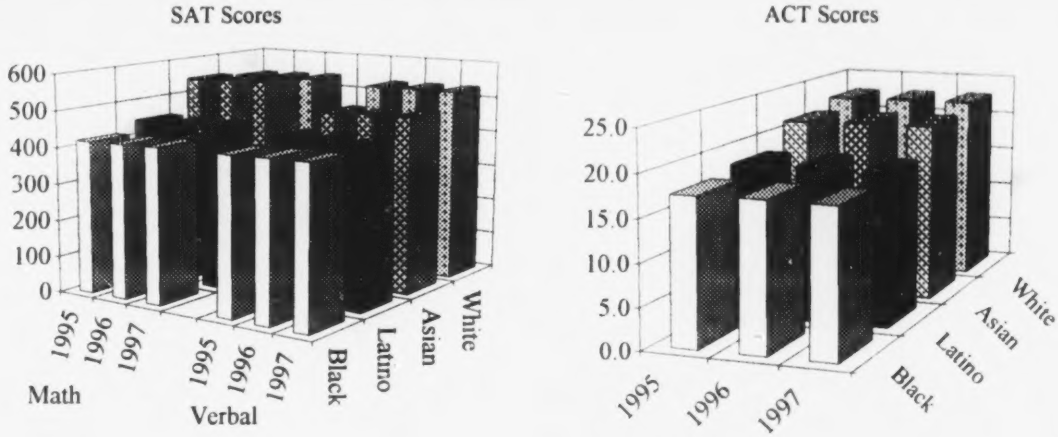


	Men					Women				
Scores	1993	1994	1995	1996	1997	1993	1994	1995	1996	1997
SAT Verbal	**Awaiting**	**Recentered**		499	499	**Awaiting**	**Recentered**		492	496
SAT Math		**Scores**		532	536		**Scores**		494	497
ACT Composite	21.7	21.4	21.2	21.2	21.3	21.0	21.0	20.6	20.8	20.8
Participation										
SAT	56,394	58,605	58,320	59,871	60,942	63,992	68,399	69,044	70,959	73,808
ACT	10,410	11,519	13,126	12,092	12,866	15,584	17,597	20,615	19,571	21,457

Definition of Measure:	The number of men and women participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.
Use(s) of Measure:	This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.
Related Measures:	Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.
Comparison Group:	This measure illustrates differences in scores and participation of California men and women.
Analysis:	Growth in the participation of women on college admission tests accelerated and continued to exceed that of men. At the same time, improvement in the average score of women on the SAT Verbal narrowed their difference from men's average score. Greater increases in men's average SAT math score and ACT composite increased slightly the exisitng advantage men had maintained over women in these two scores.

G.3.

Achievement of Californians by Major Racial/Ethnic Group on the SAT I and the ACT, 1995 to 1997


SAT Scores

ACT Scores

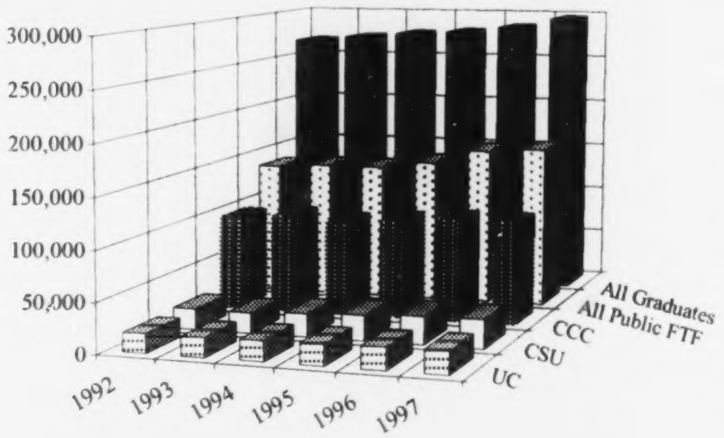
Scores	**SAT Verbal**			**SAT Math**			**ACT Composite**		
	1995	**1996**	**1997**	**1995**	**1996**	**1997**	**1995**	**1996**	**1997**
Asian	480	484	486	544	546	550	21.4	21.6	21.6
Black	427	431	432	418	422	424	17.4	17.5	17.4
Latino	444	446	444	448	451	452	18.4	18.6	18.4
White	530	531	531	533	535	538	22.6	22.7	22.7

Participation	**SAT**				**ACT**			
	Asian	**Black**	**Latino**	**White**	**Asian**	**Black**	**Latino**	**White**
1995	25,990	8,728	23,449	53,087	4,897	3,121	6,513	13,506
1996	27,357	9,175	23,586	54,601	4,829	2,796	6,147	12,378
1997	28,405	9,010	24,183	55,069	5,174	3,047	6,317	12,751

Definition of Measure	The number of Californians from the major racial/ethnic groups participating and their average scores on the SAT I as reported by the College Board and on the ACT as reported by ACT.
Use(s) of Measure:	This measure describes recent levels of participation and student achievement on the two national standardized college entrance examinations. Both of California's public universities use these examination results as part of their admission criteria.
Related Measures:	Measures III.D., E., and F. provide other information about students' preparation for college. Measure IV.A. provides data on first-time freshman enrollments that may be correlated with test participation.
Comparison Group:	This measure illustrates differences in scores and participation of Californians from different racial/ethnic groups.
Analysis:	In 1997, the average SAT verbal score for Asian, Black, and White students increased. The Latino students average SAT verbal score dipped in 1997. All racial/ethnic groups increased their average SAT math scores. Black students participating in the SAT exam declined. Students from all other racial/ethnic groups increased their participation. The number of students from all racial/ethnic groups taking the ACT exam increased in 1997 compared to last year but the number of Latino and White students taking this test was below their levels of two years ago. The ACT composite scores for Black and Latino student decreased slightly in 1997 while Asian and White scores remained unchanged.

A.1.

California High School Graduates Enrolling as First-time Freshmen at California Public Colleges and Universities, 1992 to 1997



	California Public & Private High School Graduates	First-Time Freshmen							
		University of California		California State University		California Community Colleges		All Public First-Time Freshmen	
1992	267,867	19,232	7.2	21,176	7.9	100,078	37.4	140,486	52.4
1993	272,789	19,297	7.1	20,595	7.5	101,072	36.9	140,964	51.5
1994	277,383	20,313	7.3	23,494	8.5	97,860	35.3	141,667	51.1
1995	280,352	21,196	7.5	25,695	9.1	103,653	37.0	150,544	53.7
1996	286,069	22,168	7.7	28,171	9.8	104,775	36.6	155,114	54.2
1997	296,281	22,656	7.6	28,877	9.7	104,771	35.4	156,304	52.8

Definition of Measure: The number and proportion of all California high school graduates enrolling as first-time freshmen at California public postsecondary institutions, as defined by those who are 19 years old or younger.

Use(s) of Measure: This measure has been used historically as an indicator of changes in freshman participation patterns of recent California high school graduates.

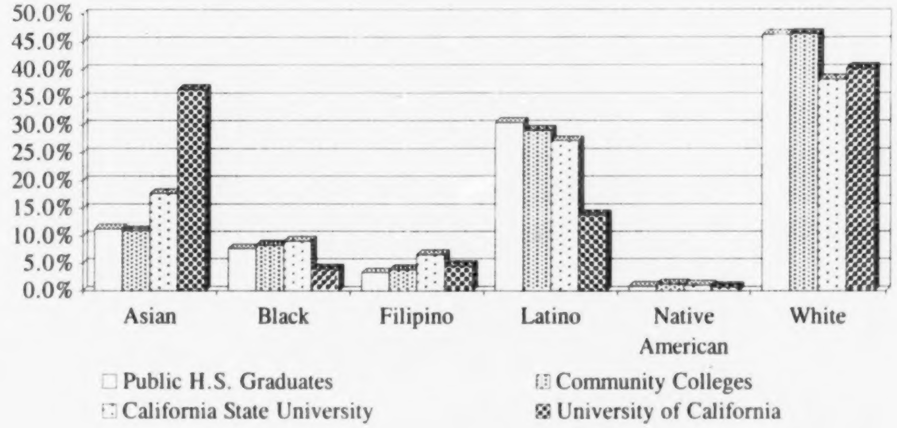
Related Measures: Indicator IV.A.2. presents the racial/ethnic composition of 1995 public high school graduates and A.3. shows their proportions enrolling in public colleges and universities.

Comparison Group: Comparison of all public first-time freshmen to high school graduates provides an indicator of college-going behavior among recent graduates. The system comparison provides an indicator of the distribution of these graduates among the public systems in California.

Analysis: The number of first-time freshmen in California public higher education from California high schools continued to grow in 1997. However, this growth did not keep pace with the growth in the number of high school graduates. As a result, the college-going rate at the two public university systems dropped slightly and declined by 1.2 percentage points at the community colleges.

A.2

California 1997 Public High School Graduates and Those Enrolling as First-time Freshmen in California Public Colleges and Universities by Racial/Ethnic Group in Fall 1997



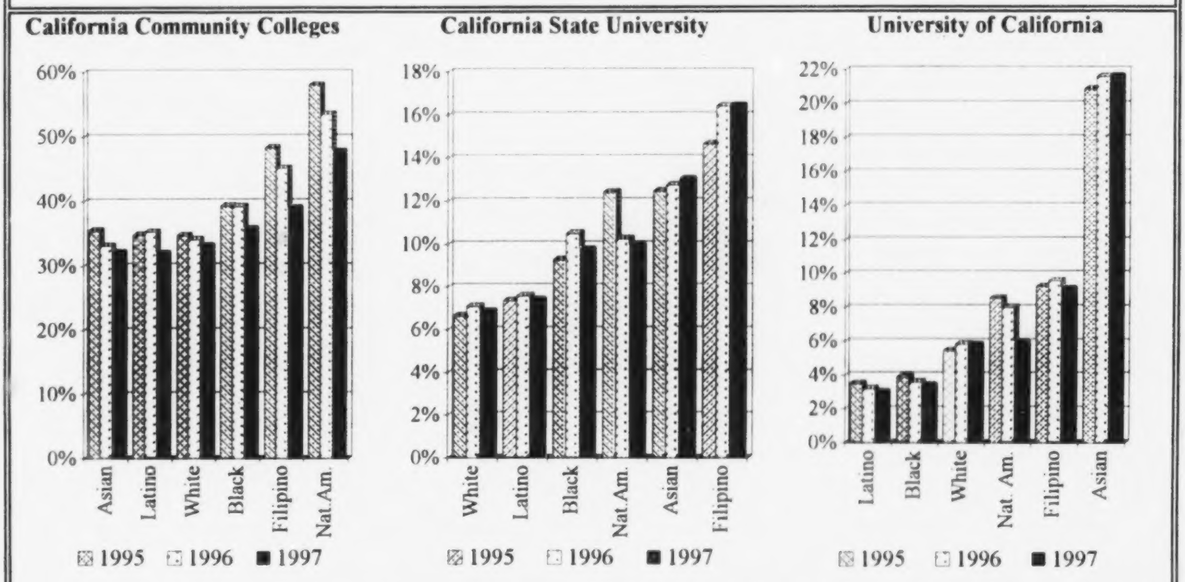
	All Public High School Graduates		First-Time Freshmen					
			California Community Colleges*		California State University		University of California	
Asian/Pacific Islande	30,420	11.3%	9,828	10.9%	3,967	17.7%	6,594	36.5%
Black	20,742	7.7%	7,457	8.3%	2,028	9.1%	716	4.0%
Filipino	9,034	3.4%	3,532	3.9%	1,488	6.6%	828	4.6%
Latino	82,015	30.5%	26,330	29.3%	6,092	27.2%	2,489	13.8%
Native American	2,364	0.9%	1,133	1.3%	235	1.1%	142	0.8%
White	124,496	46.3%	41,518	46.2%	8,568	38.3%	7,273	40.3%

*Estimated

Definition of Measure	The racial/ethnic composition of 1997 California public high school graduates and the first-time freshmen, 19 and under, from these schools who enrolled in public postsecondary education in Fall 1997as reported by the systems to the Commission.
Use(s) of Measure:	This measure illustrates differences in public college-going behaviors of California public high school graduates by racial/ethnic group.
Related Measures:	Indicator IV.A.1. gives overall college-going rate information over time and A.3. shows the proportion of each group enrolling at each system. Section III provides contextual data for this measure.
Comparison Group:	The public high school graduating class is the primary source population for freshmen in California's colleges and universities. The racial/ethnic diversity of the freshman classes is a reflection of this population's diversity and differences in students' preparation for college.
Analysis:	The composition of the freshman class at California Community Colleges continued to be remarkably similar to that of the recent public high school graduating class. The State University continued to expand the ethnic diversity of its freshmen from public high schools. At the University of California, the proportion of freshmen who are Asian and White students increased while Latino and Native American students decreased. Black and Filipino students maintained their levels of representation in the University's freshman class in 1997.

A.3.

College-Going Rates of California Public High School Graduates, by Racial/Ethnic Group, 1995 to 1997



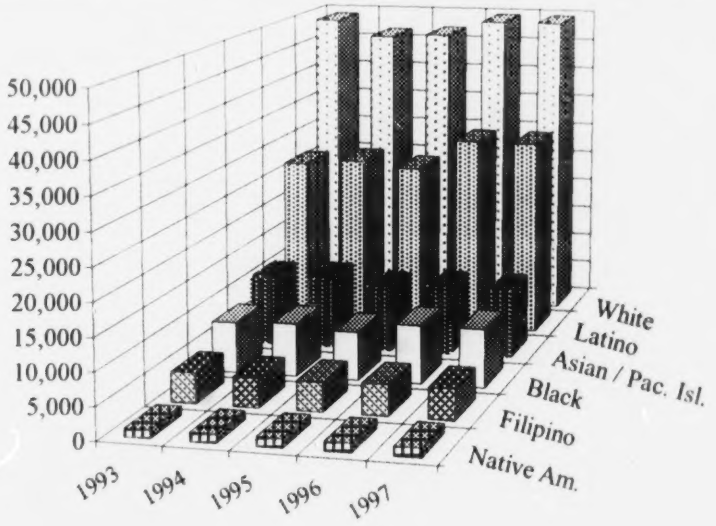
	California Community College*			**California State University**			**University of California**		
	1995	**1996**	**1997**	**1995**	**1996**	**1997**	**1995**	**1996**	**1997**
Asian/Pacific Islander	35.5%	33.1%	32.3%	12.4%	12.7%	13.0%	20.9%	21.6%	21.7%
Black	39.4%	39.3%	36.0%	9.3%	10.5%	9.8%	3.9%	3.6%	3.5%
Filipino	48.4%	45.2%	39.1%	14.7%	16.4%	16.5%	9.3%	9.6%	9.2%
Latino	34.9%	35.3%	32.1%	7.4%	7.6%	7.4%	3.5%	3.2%	3.0%
Native American	58.1%	53.6%	47.9%	12.5%	10.3%	9.9%	8.6%	8.0%	6.0%
White	34.8%	34.2%	33.3%	6.7%	7.1%	6.9%	5.5%	5.8%	5.8%

* Estimated

Definition of Measure	The proportion of recent public high school graduates enrolling in public postsecondary education as first-time freshmen, 19 and under, in the Fall term, by racial/ethnic group, in the last three years, as reported by the systems to the Commission.
Use(s) of Measure:	This measure illustrates changes in public college-going behaviors of recent California public high school graduates by racial/ethnic group over the last three years.
Related Measures:	Indicator IV.A.1. and 2. gives overall college-going rate information over time. The measures in Section III provide contextual data for this measure.
Comparison Group:	Changes in participation in California's public colleges and universities, by racial/ethnic group over time reflect student choices and opportunities.
Analysis:	A smaller proportion of the public high school graduating class overall and from all racial-ethnic groups enrolled in community colleges in 1997 than in 1996. At the State University, the participation rates increased for Asian and Filipino students only. At the University of California, only the participation rates of Asian and White students remained relatively the same while that of all other racial-ethnic groups decreased. The accuracy of this description of trends in participation is compromised by the increased proportion of freshmen who did not provide their ethnic background.

B.1.

First-Time Freshmen by Racial/Ethnic Group at the California Community Colleges, Fall 1993 to Fall 1997



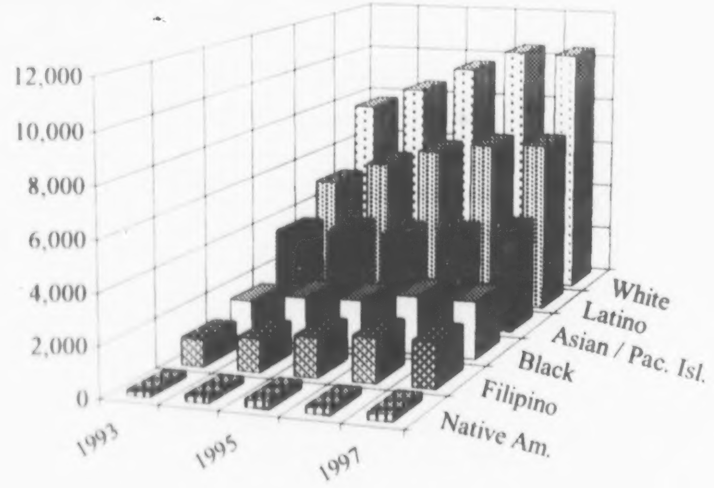
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Unknown Ethnicity
1993	111,767	11,481	8,089	4,771	27,482	1,380	1,723	50,038	2,329
1994	107,656	11,480	8,316	4,550	27,601	1,335	1,914	46,357	2,630
1995	113,633	11,048	8,759	4,816	30,329	1,450	2,067	48,386	3,244
1996	118,158	11,026	9,143	4,761	31,592	1,413	2,326	49,303	4,431
1997	121,424	11,739	9,178	4,468	31,053	1,367	2,520	50,684	7,165
5-Year Percent Chang	8.6	2.2	13.5	-6.4	13.0	-0.9	46.3	1.3	207.6

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California Community Colleges to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.2. and IV.B.3. present these data for the California State University and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	While the total number of first-time freshmen at the community colleges grew, the number of Filipino, Latino, and Native American freshmen dropped. White freshman enrollments increased for the third year and now exceed their level of five years ago. However, the number of freshmen whose ethnicity is unknown has tripled over this same time period, making analysis of changes in ethnic group participation problematic at best.

B.2.

First-Time Freshmen by Racial/Ethnic Group at the California State University, Fall 1993 to Fall 1997



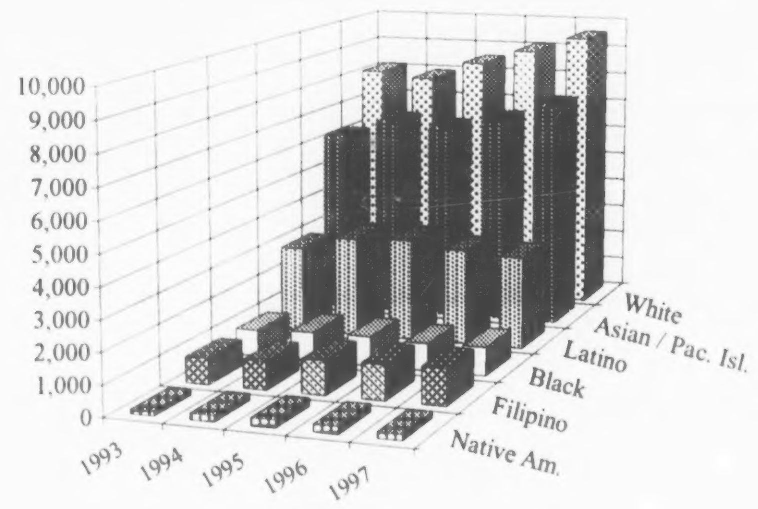
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	No Response
1993	21,091	3,604	1,606	1,099	4,962	208	465	7,694	940
1994	24,023	3,818	1,939	1,321	5,903	235	552	8,570	1,020
1995	26,454	3,786	2,017	1,588	6,588	317	746	9,612	1,348
1996	29,000	3,965	2,357	1,797	6,973	270	870	10,462	1,853
1997	29,822	4,267	2,342	1,883	7,111	289	900	10,429	2,131
5-Year Percent Change	41.4	18.4	45.8	71.3	43.3	38.9	93.5	35.5	126.7

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California State University to the Commission.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of all entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools while IV.B.1. and IV.B.3. present these data for the community colleges and the University of California.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	Freshman enrollments at the State University grew by 41 percent since Fall 1993 as the result of substantial growth in enrollment of freshmen from all racial-ethnic groups. The number of freshmen whose ethnicity is unknown more than doubled over this same period. The first-time freshman enrollments at the State University increased 2.8 percent over last fall's enrollment with larger numbers of freshmen from all racial-ethnic groups, except Black freshmen and White freshmen.

B.3.

First-Time Freshmen by Racial/Ethnic Group at the University of California, Fall 1993 to Fall 1997



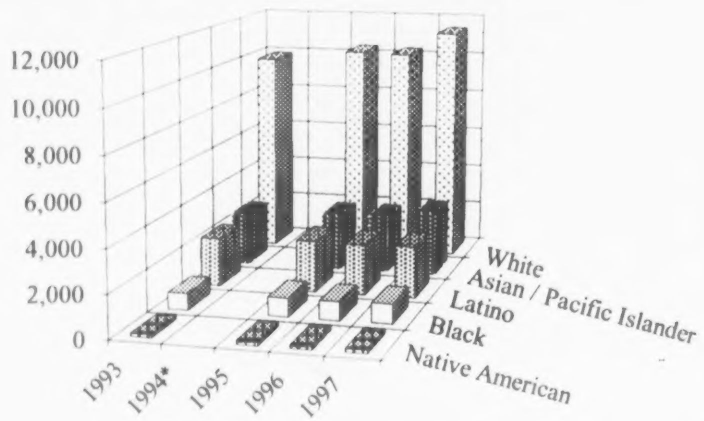
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	Other	White	Ethnicity Unknown
1993	20,413	6,215	870	840	2,883	143	301	8,095	818
1994	21,598	6,843	952	911	3,344	208	344	7,915	764
1995	22,548	6,702	970	1,108	3,425	258	414	8,540	825
1996	23,523	7,085	900	1,145	3,203	239	467	9,048	1,097
1997	24,251	7,686	936	1,191	3,085	190	477	9,570	1,008
5-Year Percent Change	18.8	23.7	7.6	41.8	7.0	32.9	58.5	18.2	23.2

Note: Racial/ethnic composition excludes nonresident aliens and nonrespondents.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the University of California to the Commission.
Use(s) of Measure:	This measure describes changes in number and racial/ethnic composition of entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1996 cohort from California public schools while IV.B.1. and IV.B.2. present these data for the community colleges and the California State University.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	While first-time freshman enrollments at the University of California in Fall 1997 was 3 percent larger than the previous fall enrollments, the number of Latino and Native American students enrolling as freshmen decreased. Over the last five years, freshman enrollments grew by 19 percent overall, but Black and Latino enrollments increased by only 7 percent. Students whose ethnicity was unknown continued to comprise about 4 percent of freshman enrollments.

B.4.

First-Time Freshmen by Racial/Ethnic Group at the California Independent Colleges and Universities, Fall 1993 to Fall 1997



*Data Not Available

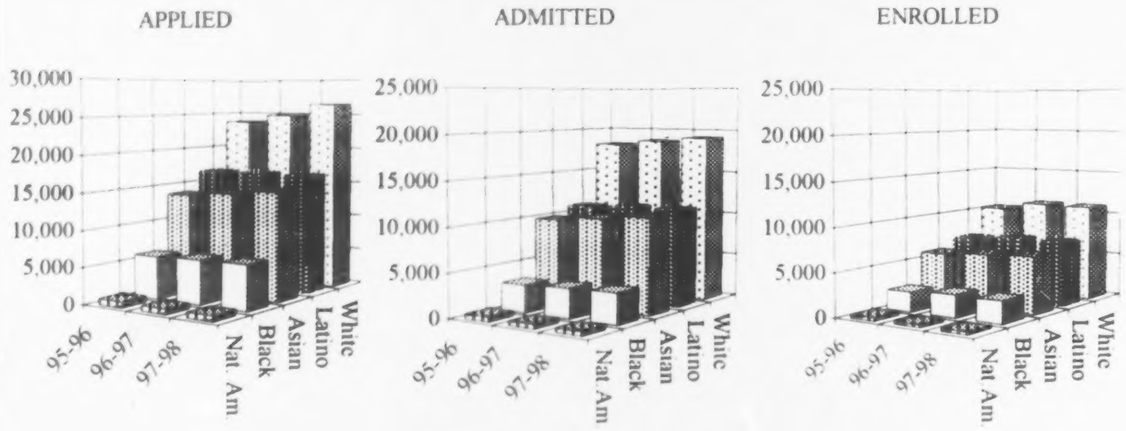
Fall Term	Total First-Time Freshmen	Asian/ Pacific Islander	Black	Latino	Native America	Other	White	Ethnicity Unknown
1993	16,631	2,551	782	2,297	154	286	9,828	733
1994	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.
1995	17,921	2,762	884	2,445	176	590	10,313	1,282
1996	18,095	2,791	872	2,385	153	793	10,248	853
1997	19,697	3,109	918	2,441	169	859	11,361	840
5-Year Percent Change	18.4	21.9	17.4	6.3	9.7	200.3	15.6	14.6

Note: Racial/ethnic composition excludes nonresident aliens but total includes them.

Definition of Measure:	Total number of first-time freshmen, 19 and under, regardless of high school of origin, by racial/ethnic group as reported by the California independent colleges and universities on the IPEDS Fall Enrollment Survey.
Use(s) of Measure:	This measure describes changes in the number and racial/ethnic composition of all entering freshmen.
Related Measures:	Measure IV.A.2. describes the 1995 cohort from California public schools enrolling in public higher education and IV.B1 to IV.B.3. present these data for public postsecondary education.
Comparison Group:	Five-year trends by racial/ethnic group illustrate changes in the composition of the freshman class.
Analysis:	First-time freshman enrollments at independent colleges and universities in Fall 1997 increased by 9 percent over last year and 18.4 percent over five years ago. While the numbers of freshmen from all racial-ethnic groups increased, growth of Asian freshmen was substantially above average and that of Latino and Native American freshmen was substantially below average. This analysis of changes in enrollment by racial-ethnic group is problematic because the number of freshmen indicating their ethnicity as "Other" tripled over the last five years.

C.1.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the California State University, 1995-96 to 1997-98


APPLIED ADMITTED ENROLLED

		Asian		Black		Latino		Native American		White		Total	
		Number	Percen	Number	Percen	Number	Percen	Number	Percen	Number	Percent	Number	Percent
1995-96	**Applied**	13,758		5,874		16,699		837		23,776		71,119	
	Admitted	9,883	71.8	3,147	53.6	10,981	65.8	567	67.7	18,171	76.4	48,540	68.3
	Enrolled	5,846	59.2	2,282	72.5	7,114	64.8	349	61.6	10,180	56.0	28,754	59.2
1996-97	**Applied**	14,316		6,094		16,811		737		24,825		73,800	
	Admitted	10,368	72.4	3,366	55.2	11,277	67.1	493	66.9	18,672	75.2	50,596	68.6
	Enrolled	6,216	60.0	2,563	76.1	7,478	66.3	287	58.2	11,036	59.1	31,259	61.8
1997-98	**Applied**	14,907		6,146		16,749		752		26,481		77,497	
	Admitted	10,851	72.8	3,456	56.2	11,296	67.4	463	61.6	19,127	72.2	52,227	67.4
	Enrolled	6,501	59.9	2,546	73.7	7,482	66.2	304	65.7	10,993	57.5	31,853	61.0

Definition of Measure The number of applicants, those admitted and those enrolling as first-time freshmen at the California State University, as reported by CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the State University and provides some sense of changes in enrollment demand.

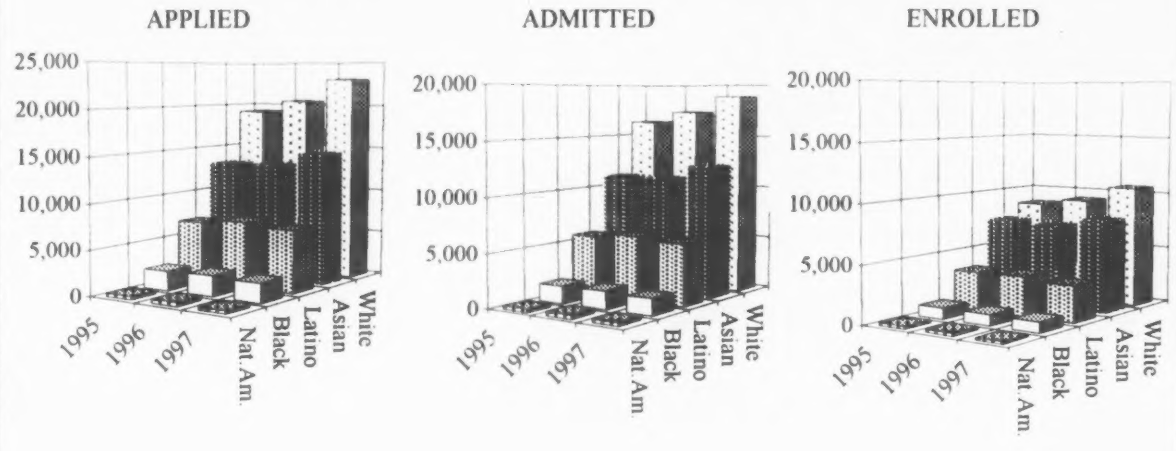
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.2. shows these data for the University of California.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: Compared to last year, the number of applicants for freshman admission at the State University grew by 5 percent. Application from students of all racial-ethnic groups except Latino students increased. The proportion of these applicant admitted dropped by 1.2 percentage points; the decline occurred exclusively for Native American and White applicants. The percent of admitted students who actually enrolled decreased slightly, with all groups contributing to this drop except Native Americans. Increased freshman enrollments flowed from growth in the number of applicants.

C.2.

Disposition of Applications for Admission by Racial/Ethnic Group for First-Time Freshmen at the University of California, 1995 to 1997



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1995	**Applied**	13,344		2,292		7,332		459		20,461		45,714	
	Admitted	11,135	83.4	1,683	73.4	6,050	82.5	392	85.4	17,325	84.7	38,176	83.5
	Enrolled	7,359	66.1	945	56.1	3,432	56.7	248	63.3	9,192	53.1	21,999	57.6
1996	**Applied**	14,320		2,305		7,191		414		22,081		48,585	
	Admitted	11,951	83.5	1,628	70.6	5,744	79.9	360	87.0	18,362	83.2	40,007	82.3
	Enrolled	7,866	65.8	888	54.5	3,209	55.9	237	65.8	9,953	54.2	23,189	58.0
1997	**Applied**	14,806		2,141		6,933		358		23,054		49,030	
	Admitted	12,450	84.1	1,556	72.7	5,740	82.8	309	86.3	18,900	82.0	40,427	82.5
	Enrolled	8,110	65.1	917	58.9	3,131	54.5	183	59.2	10,567	55.9	23,682	58.6

Definition of Measure The number of applicants, those admitted, and those enrolling as first-time freshmen at the University of California, as reported by the University of California.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at the University and provides some sense of changes in enrollment demand.

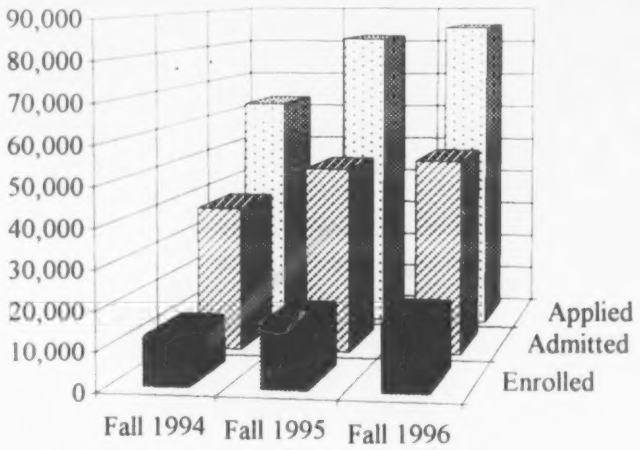
Related Measures: Measures IV.A. and IV.B. provide statewide context and C.1. shows State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of applicants for freshman admission at the University of California increased among Asian and White students and students of unknown ethnicity and declined among students from all other groups. The proportion of applicants admitted increased slightly, except for Native American applicants. The proportion of admitted students who actually enrolled also increased slightly, except among Latino and Native American students. All three factors contributed to a small increase in overall freshman enrollment and the decrease in Latino and Native American freshmen.

C.3.

Disposition of Applications for Freshmen Admission at California Independent Colleges and Universities, Fall 1995 to Fall 1997



	Fall 1995		Fall 1996		Fall 1997	
	Number	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Applied	81,929		85,201		92,398	
Admitted	49,127	60.0	51,512	60.5	49,364	53.4
Enrolled	16,608	33.8	17,715	34.4	17,713	35.9
Number of institutions	47		50		50	

Definition of Measure: The number of applicants, those admitted and those enrolling as first-time freshmen at reporting independent colleges and universities.

Use(s) of Measure: This measure describes the disposition of applications for freshmen enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

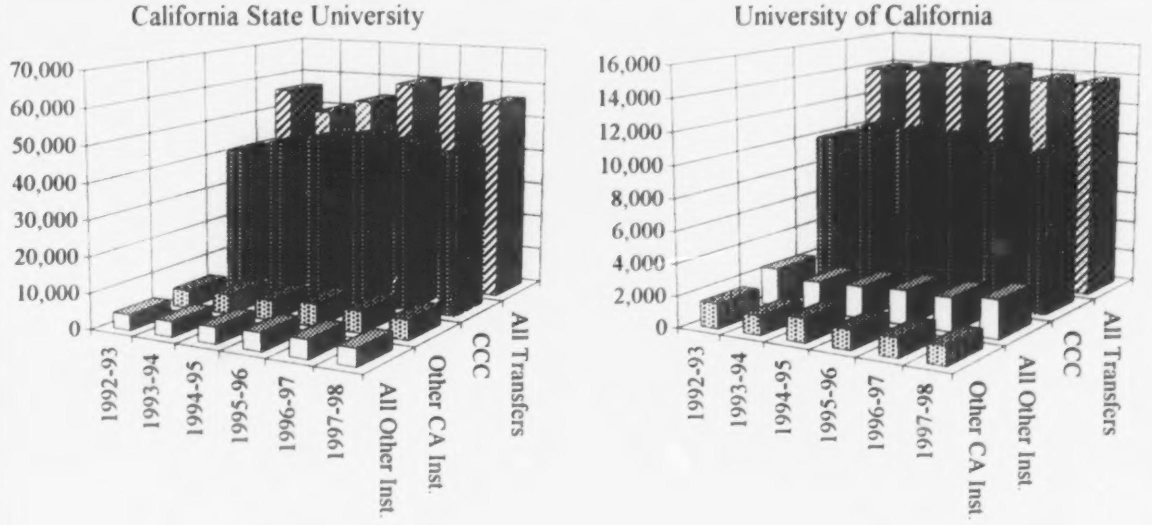
Related Measures: Measures IV.A. and IV.B. provide statewide context. Measure IV.C.1. and C.2. shows these data for the State's public universities.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of applicants for freshman admission to 50 independent colleges and universities increased substantially in Fall 1997. However, the proportion of applicants accepted for admission dropped more than seven percentage points. The proportion of those admitted who actually enrolled increased slightly. As a result, the level of freshman enrollments at these institutions was relatively unchanged.

D.

Origins of New Undergraduate Transfer Students to the California State University and the University of California, Full-Year 1992-93 to 1997-98



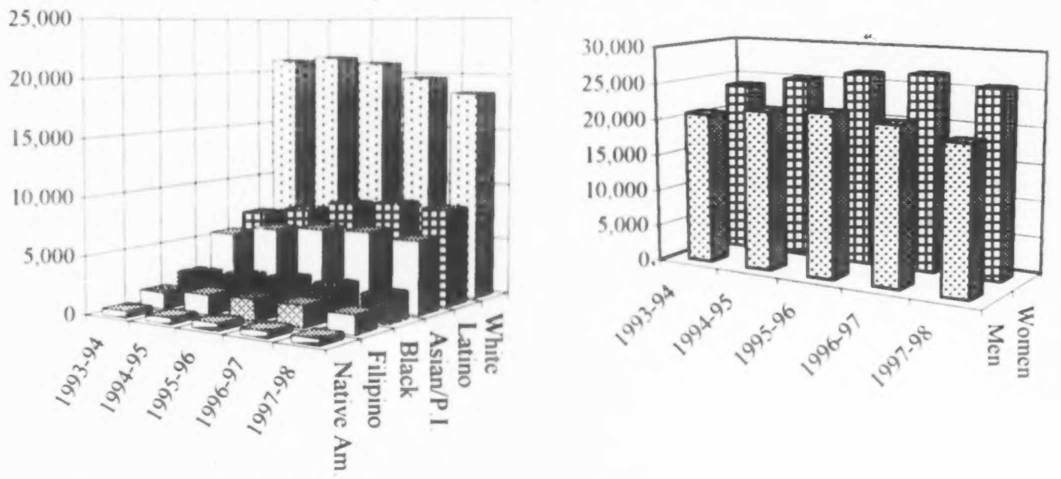
	California State University				University of California			
Full Year	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**	**All New Transfer Students**	**California Community Colleges**	**Other California Institutions**	**All Other Institutions**
1992-93	50,292	40,980	5,044	4,268	13,951	9,993	1,562	2,396
1993-94	54,189	44,454	5,474	4,261	14,073	10,940	1,218	1,915
1994-95	57,339	46,912	5,675	4,752	14,462	10,929	1,501	2,032
1995-96	60,153	48,688	6,399	5,066	14,381	10,879	1,257	2,195
1996-97	59,783	48,349	6,192	5,242	13,870	10,492	1,227	2,151
1997-98	56,082	45,546	5,665	4,871	13,814	10,193	1,187	2,434

Definition of Measure	Number of transfer students enrolling during the academic year by institution of origin type, as reported by the California State University and the University of California to the Commission.
Use(s) of Measure:	This measure describes changes in the number and origin of new students entering beyond the first-time freshman level.
Related Measures:	Measure IV. E. describes the racial/ethnic composition of community college transfers and IV.F. describes the pattern of applicants, admits and enrollments of these transfers.
Comparison Group:	Differences in representation of transfer students from different source institutions over the last six years relates to major Master Plan and legislated transfer policies.
Analysis:	The number of new transfer students at the State University dropped by 3,700 students. While tbe largest decrease occurred among students from the community colleges, their rate of decline was smaller than that of transfers from other types of institutions. The number of new transfer students at the University of California also dropped but to a much smaller extent. However, the decrease in new community college transfer students was greater than the overall decrease. In fact, an increase occurred in the numbers of new transfer students from out-of-state and foreign institutions. That increase of new transfer students partially offset the decline in transfers from California institutions.

E.1.

Full-Year Community College Transfers by Racial/Ethnic Group and Gender to the California State University, 1993-94 to 1997-98

Transfer Students



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native merica	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1993-94	44,454	5,430	2,444	1,432	6,784	554	21,087	37,731	5,245	20,767	23,687
1994-95	46,912	6,212	2,654	1,739	7,437	539	21,402	39,983	5,328	21,836	25,076
1995-96	48,688	6,562	2,836	1,840	8,334	641	20,931	41,144	5,973	22,246	26,442
1996-97	48,349	6,741	2,799	1,867	8,661	604	19,623	40,295	6,551	21,525	26,824
1997-98	45,546	6,346	2,442	1,626	8,464	565	18,341	37,784	6,287	19,955	25,591

Definition of Measure Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the State University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the State University over the full academic year.

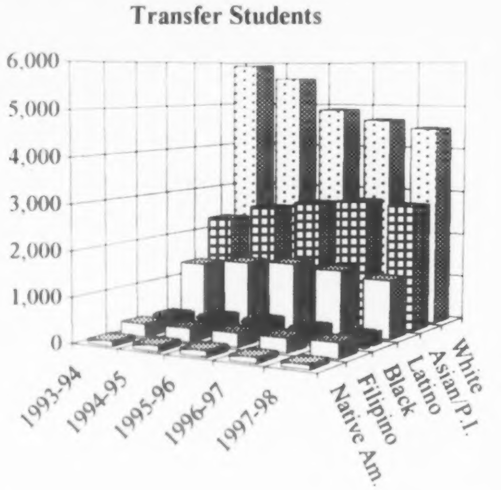
Related Measures: Measure IV.E.2. describes the University's community college transfer pool while Measure IV.F.1. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over the last five years by racial/ethnic group provides an indicator of the relative impact of transfer on baccalaureate opportunities for different groups of students.

Analysis: Decreases in students from all racial-ethnic groups contributed to the overall decline in new community college transfer students at the State University. Proportionally, the largest decreases occurred among Black and Filipino students. While the numbers of men and women transferring from community colleges to the State University decreased, the rate of decline was greater for men than women, extending further women's greater representation among transfer students.

E.2.

Full-Year Community College Transfers by Racial/Ethnic Group to the University of California, 1993-94 to 1997-98



Full Year	Total Transfer Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native American	White	Total, Declared Ethnicity	Ethnicity Unknown	Men	Women
1993-94	10,940	2,287	306	291	1,335	107	5,927	10,253	687	Not Currently Available	
1994-95	10,929	2,610	364	306	1,452	129	5,614	10,475	454		
1995-96	10,886	2,767	386	310	1,503	137	4,888	9,991	895		
1996-97	10,492	2,863	333	318	1,430	124	4,664	9,732	760		
1997-98	10,210	2,806	293	340	1,300	102	4,487	9,328	882		

Definition of Measure Number of new community college transfer students for the academic year, by racial/ethnic group, as reported by the University to the Commission.

Use(s) of Measure: This measure describes the racial/ethnic composition of the pool of new community college transfers to the University over the full academic year.

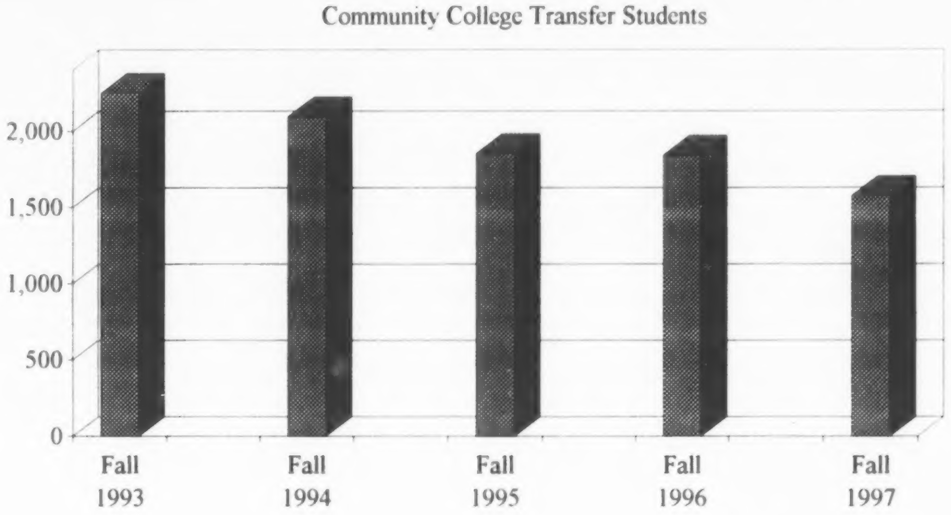
Related Measure: Measure IV.E.1. describes the State University's community college transfer pool while Measure IV.F.2. describes the applicant, admit, and enrollment pattern for these transfers.

Comparison Group: Full-year transfer data over this period provides an indicator of the relative impact of transfer on baccalaureate opportunities for students from different groups.

Analysis: In 1997-98, fewer community college students transferred to the University of California than did the previous year. The number of transfer students from all racial-ethnic groups except Filipino students declined. The distribution of full-year transfer students by gender is not currently available. While the decreases have been small, this is the fourth year that these these numbers have grown smaller.

E.3.

Community College Transfers Enrolling at 20 California Independent Colleges and Universities, Fall 1993 to Fall 1997

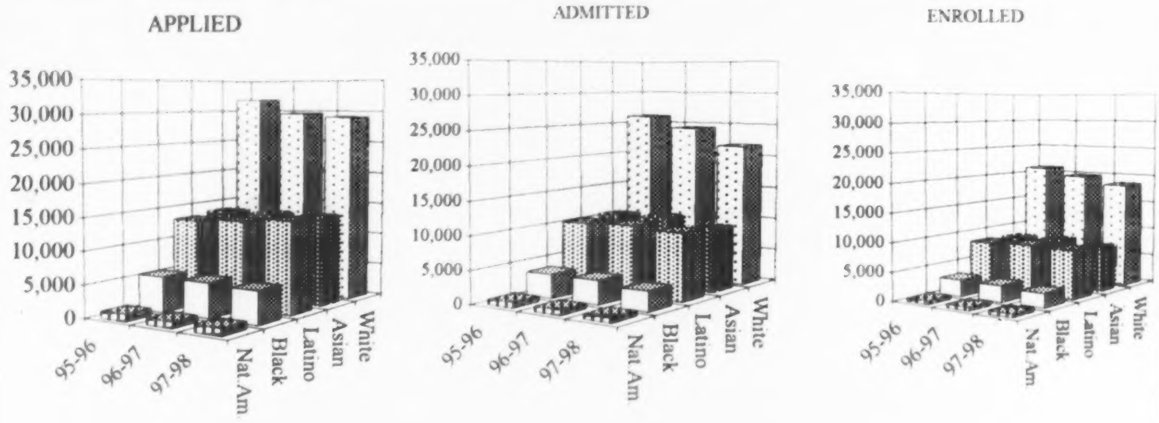


	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997
Community College Transfer Students	2,247	2,094	1,853	1,842	1,576

Definition of Measure:	Number of new community college transfer students for the academic year, as reported by 20 independent colleges and universities.
Use(s) of Measure:	This measure describes the pool of new community college transfers to independent colleges and universities over the full academic year.
Related Measures:	Measure IV.E.1 and E.2. describe the public universities' community college transfer pools while Measure IV.F.3 describes the applicant, admit, and enrollment pattern for these transfers.
Comparison Group:	These transfer data over the last four years provide some indication of shifts in the transfer objectives among some community college students seeking baccalaureate opportunities.
Analysis:	While the number of students transferring from California Community Colleges to independent colleges and universities in California in Fall 1997, the number of these students enrolling at the representative set of 20 institutions for this indicator declined 14 percent from their level last year. The number of community college transfer students reported enrolling at these institutions declined by 33 percent over five years ago. The decrease was consistent with the drop in transfer student enrollments reported by 56 independent institutions.

F.1.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the California State University, 1995-96 to 1997-98



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1995-96	**Applied**	13,806		5,402		13,172		1,087		31,783		77,876	
	Admitted	10,703	77.5	3,605	66.7	10,265	77.9	819	75.3	26,118	82.2	60,978	78.3
	Enrolled	8,402	78.5	2,836	78.7	8,334	81.2	641	78.3	20,931	80.1	48,688	79.8
1996-97	**Applied**	13,964		5,347		13,568		1,013		29,658		76,733	
	Admitted	10,930	78.3	3,591	67.2	10,585	78.0	761	75.1	24,369	82.2	60,331	78.6
	Enrolled	8,608	78.8	2,799	77.9	8,661	81.8	604	79.4	19,623	80.5	48,349	80.1
1997-98	**Applied**	13,997		5,088		14,206		1,108		29,139		77,165	
	Admitted	9,819	70.2	2,960	58.2	10,136	71.4	695	62.7	21,778	74.7	54,767	71.0
	Enrolled	7,972	81.2	2,442	82.5	8,464	83.5	565	81.3	18,341	84.2	45,546	83.2

Definition of Measure The number of applicants, those admitted, and those enrolling as new community college transfer students at the California State University, as reported by the CSU Division of Analytic Studies.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at the State University and provides some sense of changes in enrollment demand.

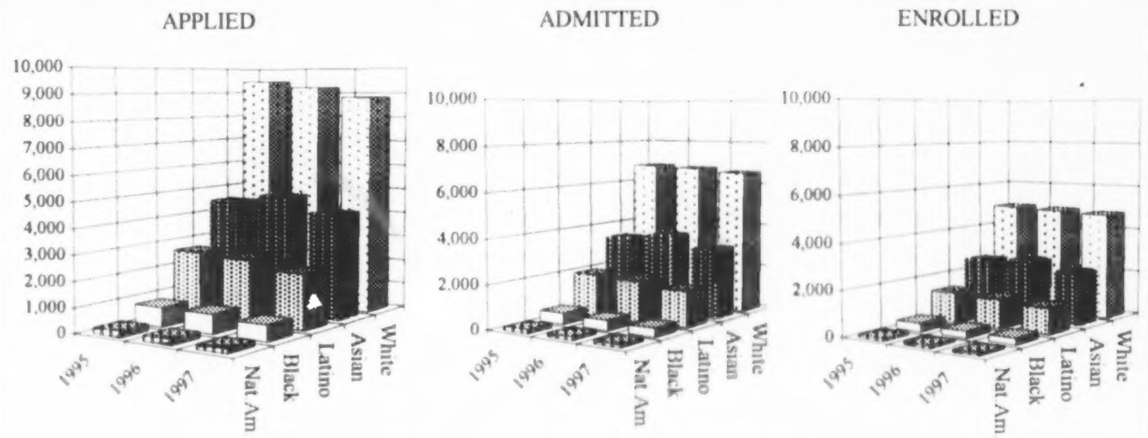
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.2 shows University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: While the total number of community college students applying for transfer to the State University increased, the number of Black and White applicants decreased in 1997-98. The proportion of these applicants who were admitted to the State University dropped substantially. This drop in the acceptance rate occurred across all racial-ethnic groups. On the other hand, the proportion of those admitted who actually enrolled increased both overall and for students from all racial-ethnic groups. It would appear that stricter enforcement of transfer requirements reduced the number of new community college transfer students enrolling at the State University.

F.2.

Disposition of Applications for Admission by Racial/Ethnic Group for Transfer Students at the University of California, 1995 to 1997



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1995	**Applied**	4,537		772		2,647		251		9,457		18,563	
	Admitted	3,443	75.9	517	67.0	1,943	73.4	176	70.1	6,816	72.1	13,539	72.9
	Enrolled	2,587	75.1	376	72.7	1,372	70.6	120	68.2	4,914	72.1	9,820	72.5
1996	**Applied**	4,841		771		2,540		233		9,221		18,470	
	Admitted	3,703	76.5	455	59.0	1,829	72.0	159	68.2	6,738	73.1	13,494	73.1
	Enrolled	2,733	73.8	300	65.9	1,294	70.7	113	71.1	4,838	71.8	9,725	72.1
1997	**Applied**	4,275		637		2,203		180		8,820		17,021	
	Admitted	3,231	75.6	398	62.5	1,628	73.9	126	70.0	6,580	74.6	12,631	74.2
	Enrolled	2,389	73.9	287	72.1	1,176	72.2	91	72.2	4,761	72.4	9,206	72.9

Definition of Measur The number of applicants, those admitted, and those enrolling as new community college transfer students at the University of California, as reported by the University.

Use(s) of Measure: This measure describes the disposition of applications for enrollment as transfers at the University and provides some sense of changes in enrollment demand.

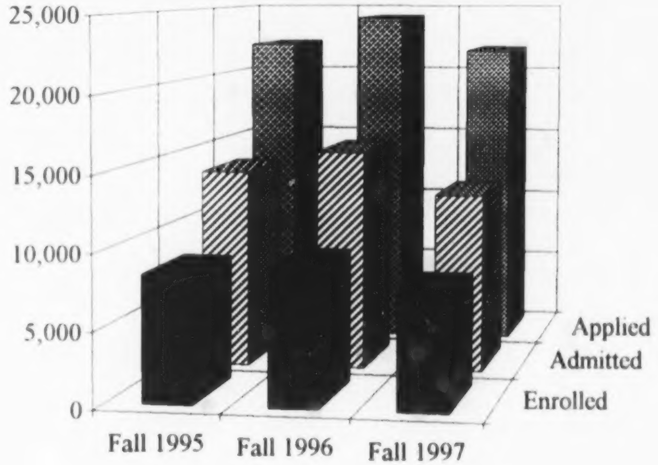
Related Measures: Measure IV.D. provides the statewide context. Measure IV.F.1 presents the State University data.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted applicants' final choice.

Analysis: The number of community college students applying for transfer to the University of California dropped substantially, reflecting declines in demand by students from all racial-ethnic groups. The proportion of these applicants who were admitted increased overall and for applicants from all racial-ethnic groups except Asian applicants. In addition, the proportion of admitted students who actually enrolled increased among all students. Thus, the decline in new community college transfer students at the University was driven by a decrease in applications.

F.3.

Disposition of Applications for Admission by Transfer Students at California Independent Colleges and Universities, Fall 1995 to Fall 1997



	Fall 1995		Fall 1996		Fall 1997	
	Number	Percent	Number	Percent	Number	Percent
Applied	22,220		24,244		21,773	
Admitted	13,757	61.9	15,249	62.9	12,314	56.6
Enrolled	8,443	61.4	9,050	59.3	7,573	61.5
Number of institutions	47		52		53	

Definition of Measure The number of applicants, those admitted and those enrolling as transfer students at the independent colleges and universities.

Use(s) of Measure: This measure describes the disposition of applications for transfer enrollment at independent colleges and universities and provides some sense of changes in enrollment demand.

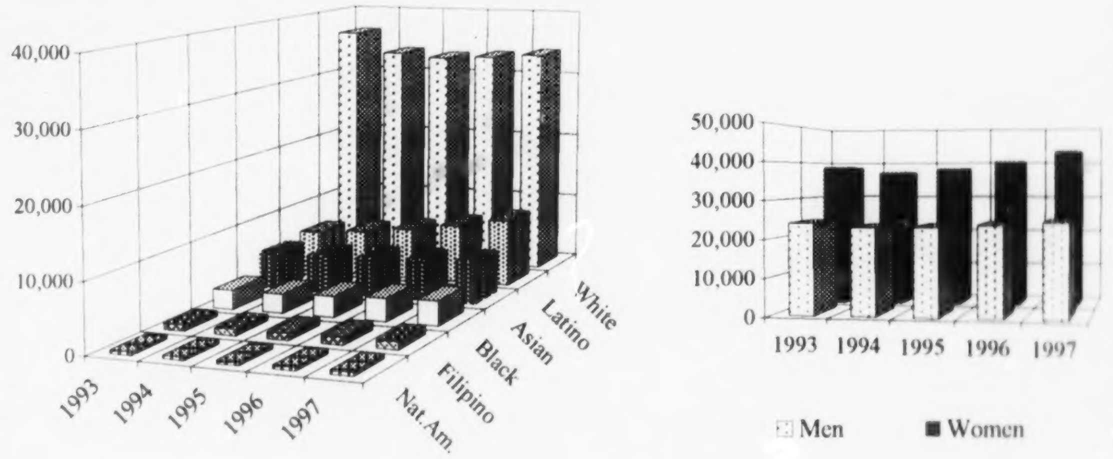
Related Measures: Measures IV.F.1. and 2. provide these data for the State's public universities.

Comparison Group: Application numbers broadly define student interest and the source population, while the number admitted may indicate changes in qualifications of applicants, and enrollment numbers define admitted apllicants' final choice.

Analysis: In Fall 1997, the number of students applying for transfer to independent colleges and universities declined by about 10 percent from their level the previous fall. In addition, the proportion of these applicants who were admitted dropped 6.3 percentage points. On the other hand, the proportion of admitted students who actually enrolled at one of the 56 reporting institutions increased. As a result, the number of new transfer students at these independent institutions decreased by 16 percent since last year.

G.1.

Graduate Enrollment by Racial/Ethnic Group at the California State University
Fall 1993 to Fall 1997

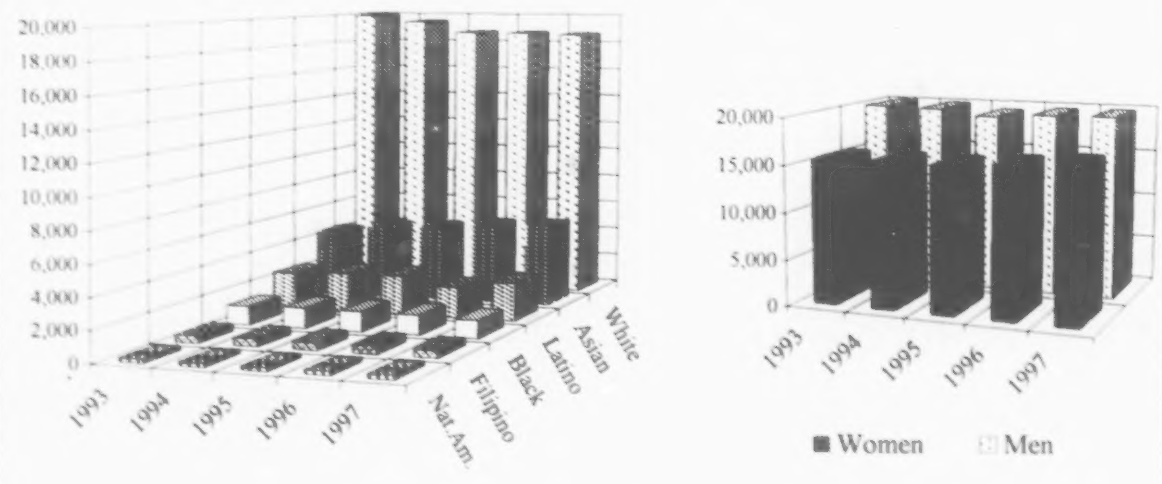


Fall Term	Total Graduat Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native America	White	Total, Declared Ethnicity	Men	Women
1993	63,147	5,642 10.7%	2,819 5.4%	847 1.6%	6,237 11.9%	506 1.0%	36,578 69.5%	52,629	24,270 38.4%	38,877 61.6%
1997	67,725	6,433 11.6%	3,614 6.5%	1,176 2.1%	9,924 17.8%	592 1.1%	33,930 60.9%	55,669	24,663 36.4%	43,062 63.6%
Percent Change	7.2%	14.0%	28.2%	38.8%	59.1%	17.0%	-7.2%	5.8%	1.6%	10.8%

Definition of Measure:	Numbers of postbaccalaureate, graduate program, and joint doctoral students by racial/ethnic group and gender as reported by the State University to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers and diversity of post-baccalaureate and graduate students. Post-baccalaureate students are included because of the State University's major responsibility for teacher education.
Related Measures:	Measure IV.H.1. describes the disposition of postbaccalaureate and graduate applicants by racial/ethnic group. V.C.1. describes the racial/ethnic and gender composition of bachelor degree recipients and V.D.1. graduate degree recipients at the State University.
Comparison Group:	The size and composition of these enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.
Analysis:	Graduate enrollments at the State University increased 5.6 percent over their level last year and 7.2 percent over their level five years ago. Substantial growth in graduate enrollments occurred among students from all racial-ethnic groups, except White students, although White graduate enrollments did grow slightly over their level last year. While the number of men enrolling in graduate programs was relatively stable, the enrollment of women in these programs grew by more than 10 percent.

G.2.

Graduate Enrollment by Racial/Ethnic Group at the University of California, Fall 1993 to Fall 1997



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Filipino	Latino	Native merica	White	Total, Declared Ethnicity	Men	Women
1993	35,632	4,508	1,227	454	2,467	246	19,925	28,827	19,979	15,653
		15.6%	4.3%	1.6%	8.6%	0.9%	69.1%	80.9%	56.1%	43.9%
1997	36,058	5,536	1,171	469	2,564	267	18,664	28,671	19,692	16,366
		19.3%	4.1%	1.6%	8.9%	0.9%	65.1%	79.5%	54.6%	45.4%
Percent Change	1.2%	22.8%	-4.6%	3.3%	3.9%	8.5%	-6.3%	-0.5%	-1.4%	4.6%

Definition of Measure: Number of graduate students by racial/ethnic group and gender, excluding postbaccalaureate and medical interns and residents, as reported by the University to the Commission.

Use(s) of Measure: This measure describes changes in the numbers and diversity of graduate students at the University.

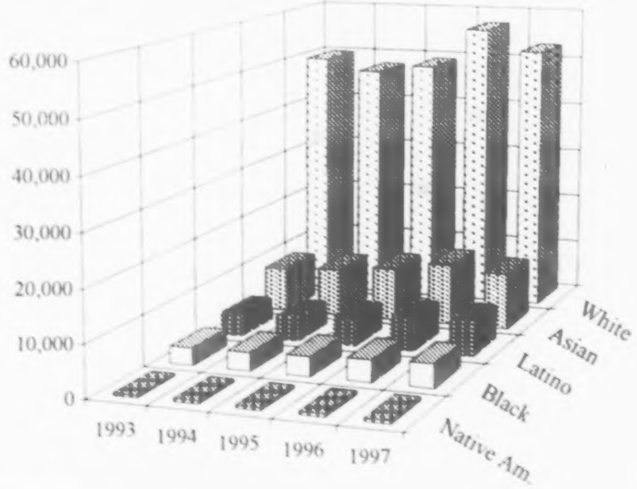
Related Measures: Measure IV.H.2. describes the disposition of graduate applications by racial/ethnic group. Measure V.D.2. and V.E. describe the racial/ethnic and gender composition of degree recipients.

Comparison Group: The size and composition of graduate enrollments in 1990 provides the baseline data for assessing current progress related to educational equity.

Analysis: Graduate enrollments at the University of California in 1997 grew slightly over their level last year and over their level five years ago. Growth in the graduate enrollments of students from most racial-ethnic groups was partially offset by declines in the graduate enrollments of Black students and of White students. Growth in the number of women enrolling in graduate programs more than offset the small decrease in the enrollment of men.

G.3.

Graduate and Professional Enrollment by Racial/Ethnic Group at California Independent Colleges and Universities Fall 1993 to Fall 1997



Fall Term	Total Graduate Students	Asian/ Pacific Islander	Black	Latino	Native American	White	Total, Declared Ethnicity	Men	Women
1993	67,314	8,782 13.1%	3,347 5.0%	4,515 6.8%	423 0.6%	49,776 74.5%	66,843 99.3%	34,606 51.4%	32,708 48.6%
1997	76,232	11,191 14.7%	4,568 6.0%	6,938 9.1%	612 0.8%	52,923 69.4%	76,232 100.0%	33,991 44.6%	42,241 55.4%
Percent Change	13.2%	27.4%	36.5%	53.7%	44.7%	6.3%	14.0%	-1.8%	29.1%

Definition of Measure: Numbers of postbaccalaureate and graduate students by racial/ethnic group and gender as reported by independent colleges and universities.

Use(s) of Measure: This measure describes changes in the numbers and diversity of postbaccalaureate and graduate students.

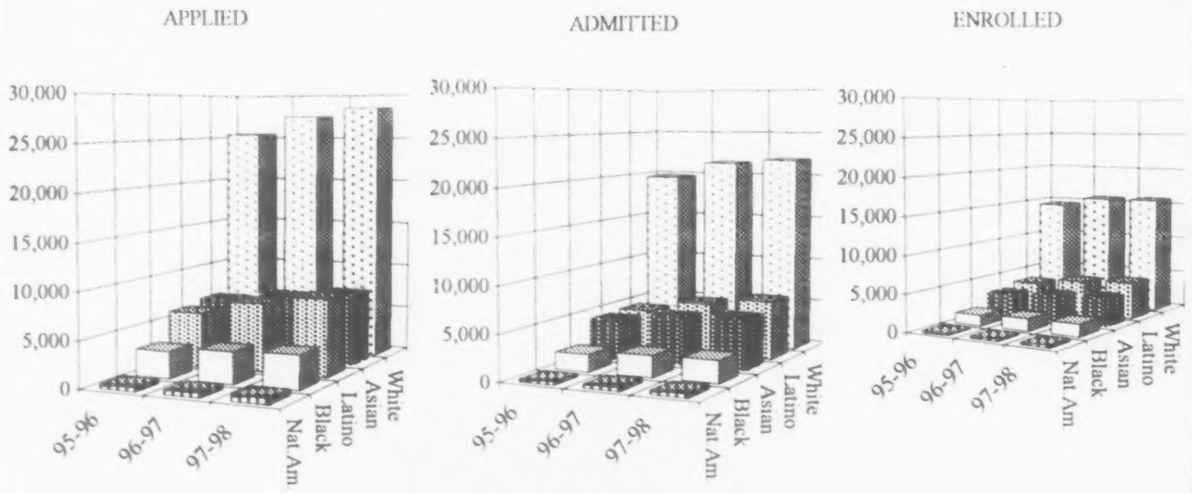
Related Measures: Measures IV.G.1. and 2. provide this information for the public universities.

Comparison Group: The size and composition of these enrollments over time provide the bases for assessing current progress related to educational equity.

Analysis: Graduate enrollments in independent colleges and universities increased substantially over their level five years ago. Students from all racial-ethnic groups contributed to this growth. Contrary to the overall growth trend, the number of men enrolling in graduate programs at these institutions declined slightly.

H.1.

Disposition of New Postbaccalaureate and Graduate Applications for Admission at the California State University, by Racial/Ethnic Group, 1995-96 to 1997-98

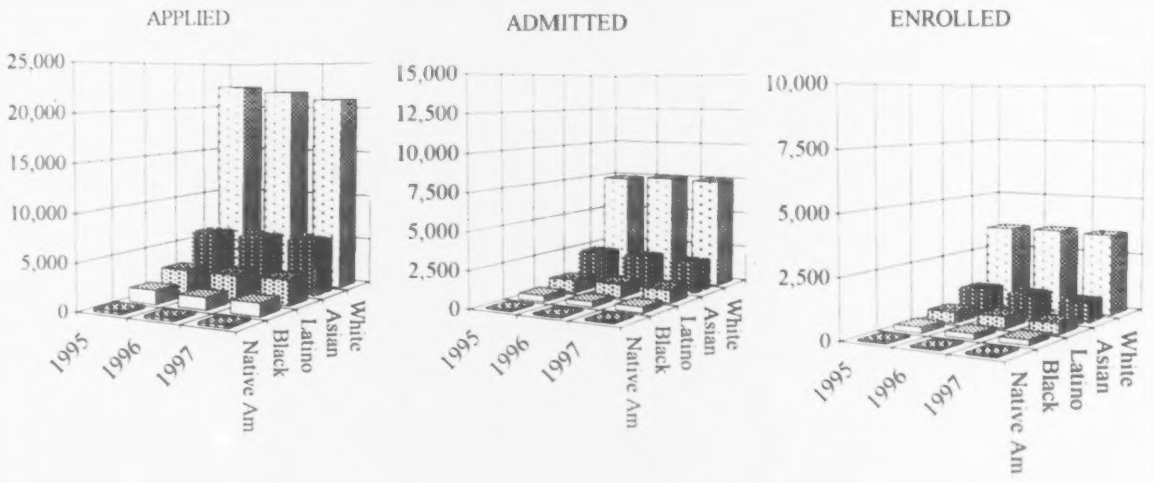


		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	umbe	Rate	Number	Rate	Number	Rate
1995-96	**Applied**	6,577		2,903		5,974		450		25,380		55,922	
	Admitted	4,496	68.4	1,881	64.8	4,537	75.9	333	74.0	19,715	77.7	38,914	69.6
	Enrolled	3,140	69.8	1,369	72.8	3,621	79.8	254	76.3	14,499	73.5	27,961	71.9
1996-97	**Applied**	7,416		3,418		7,469		509		27,513		63,405	
	Admitted	5,274	71.1	2,349	68.7	5,748	77.0	396	77.8	21,447	78.0	44,461	70.1
	Enrolled	3,633	68.9	1,620	69.0	4,454	77.5	292	73.7	15,599	72.7	31,552	71.0
1997-98	**Applied**	8,016		3,642		8,380		646		28,490		68,310	
	Admitted	5,628	70.2	2,436	66.9	6,482	77.4	446	69.0	21,905	76.9	47,057	68.9
	Enrolled	3,852	68.4	1,680	69.0	4,877	75.2	299	67.0	15,749	71.9	32,771	69.6

Definition of Measure:	Number of students applying, being admitted, and enrolling in postbaccalaureate and graduate programs as reported by the State University Office of Analytic Studies.
Use(s) of Measure:	This measure describes disposition of postbaccalaureate and graduate school applications at the State University over the last three years.
Related Measures:	Measure IV.G.1. describes the composition of total postbaccalaureate and graduate enrollments. Measure IV.H.2. shows these data for the University of California.
Comparison Group:	The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level.
Analysis:	The number of applicants for graduate programs at the State University continued to increase overall and for students from all racial-ethnic groups. However, the proportion of these applicants who were admitted declined, except among Native American applicants. The proportion of admitted students who actually enrolled also decreased except among Black students. Thus, despite the large increase in the number of applicants, particularly those whose ethnicity was not known, the lower admission and enrollment rates resulted in only a small increase in graduate enrollments.

H.2.

Disposition of Applications for Graduate Admission by Racial/Ethnic Group, at the University of California, 1994, 1995, and 1996



		Asian		Black		Latino		Native American		White		Total	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate	Number	Rate
1995	**Applied**	6,106		1,471		2,707		273		22,309		49,943	
	Admitted	2,333	38.2	424	28.8	873	32.2	88	32.2	7,355	33.0	15,024	30.1
	Enrolled	1,097	47.0	236	55.7	474	54.3	41	46.6	3,532	48.0	6,828	45.4
1996	**Applied**	5,983		1,336		2,711		267		21,740		50,322	
	Admitted	2,260	37.8	366	27.4	923	34.0	84	31.5	7,514	34.6	15,498	30.8
	Enrolled	1,045	46.2	213	58.2	508	55.0	55	65.5	3,564	47.4	6,967	45.0
1997	**Applied**	5,994		1,353		2,777		279		20,962		50,616	
	Admitted	2,164	36.1	381	28.2	895	32.2	92	33.0	7,431	35.4	15,557	30.7
	Enrolled	950	43.9	218	57.2	464	51.8	54	58.7	3,501	47.1	7,040	45.3

Note: These data have been revised and now exclude only professional degree programs.

Definition of Measure: Numbers of students applying, being admitted, and enrolling as graduate students in Letters & Sciences, Agriculture, and Engineering as provided by the University.

Use(s) of Measure: This measure describes the disposition of primarily academic Ph.D. applications at the University. Applications for all professional degree programs are excluded.

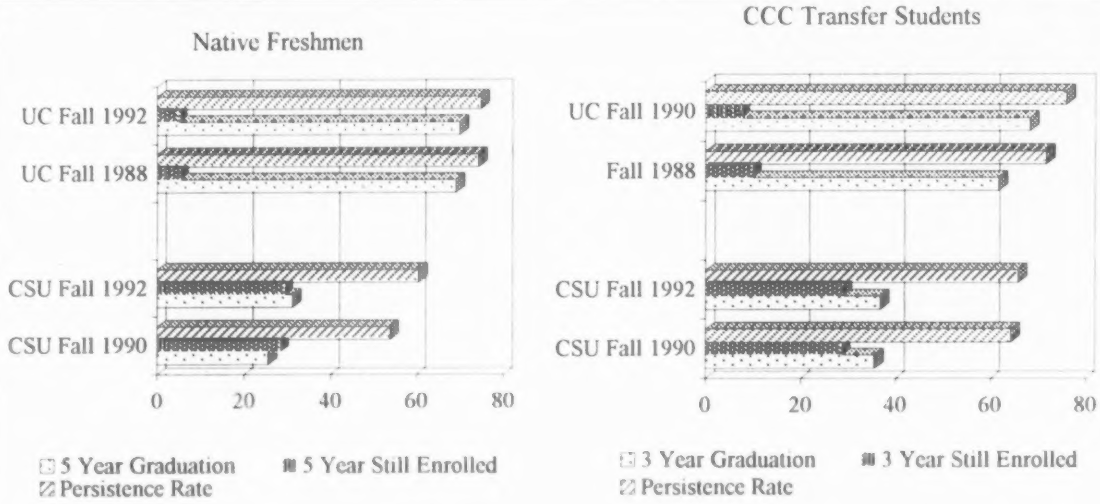
Related Measures: Measure IV.G.2. describes the composition of all graduate enrollments. Measure IV.H.1. presents these data for the State University. V.F. describes graduate degree attainment.

Comparison Group: The three-year trend data provide indicators of stability and variability in demand and opportunities at the graduate level in these disciplines.

Analysis: The number of students applying for academic graduate programs at the University of California increased slightly overall and for students from all racial-ethnic groups, except White students. The proportion of these applicants who were admitted increased slightly for all groups, except Asian and Latino applicants. The proportion of admitted students who actually enrolled decreased substantially except among White students. The number of applicants for whom ethnicity was unknown increased substantially, as did their enrollment rate while their acceptance rate was unchanged. Growth in graduate enrollments stemmed primarily from growth in applicants.

A.1.a.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students Regularly Admitted at California's Public Universities, Fall 1988 or 1990 and Fall 1992



	Fall 1990 CSU	Fall 1992 CSU	Fall 1988 UC	Fall 1992 UC
Native Freshmen				
5 Year Graduation	25.5	31.1	69.0	69.9
5 Year Persistence	28.3	29.3	5.2	4.8
Graduation & Persistence Rate	53.8	60.4	74.2	74.7
	Fall 1990 CSU	**Fall 1992 CSU**	**Fall 1988 UC**	**Fall 1992 UC**
Community College Transfers				
3 Year Graduation	35.5	36.7	61.6	68.2
3 Year Persistence	28.7	29.0	9.9	7.5
Graduation & Persistence Rate	64.2	65.7	71.5	75.7

Definition of Measure: Percentage of regularly admitted freshmen who graduated or continued within five years and community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of students who are completing their baccalaureate studies within the time periods specified.

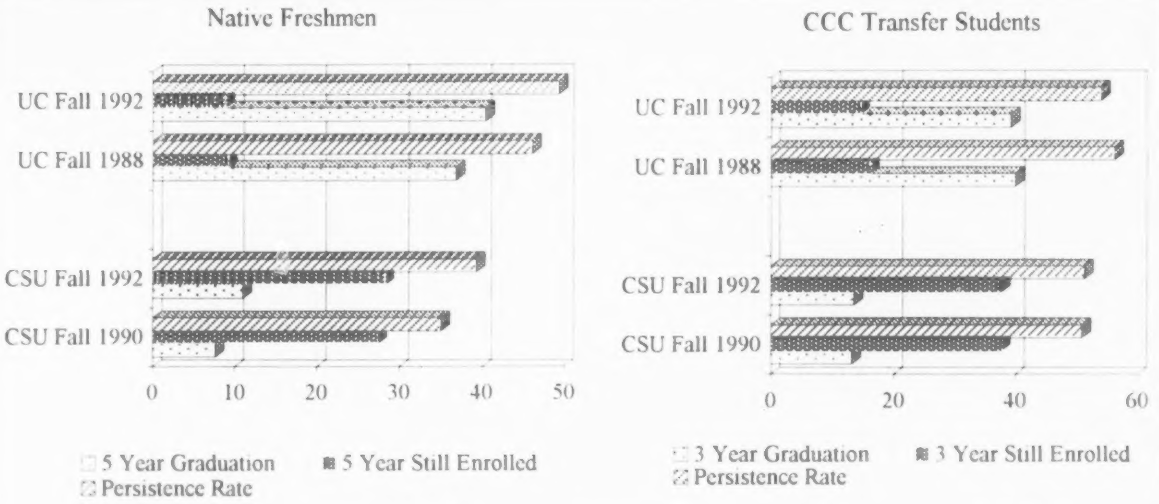
Related Measures: V.A.1.b. provides this data for specially admitted students. V.A.2.a. provides data on first year persistence rates for these students. Measures in V.D. provide data about degree completion.

Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: The graduation and persistence rates of native freshmen and community college transfer students who entered the State University in Fall 1992 improved over those who entered in Fall 1990. The graduation and persistence rates of native freshmen who entered the University of California in Fall 1992 were lower than those freshmen who entered in Fall 1988. On the other hand, the graduation rate for community college transfer students at the University improved substantially between 1988 and 1992 -- more than offsetting the small decline in their persistence rate.

A.1.b.

Five-Year Persistence Rates of Freshmen and Three-Year Rates for Community College Transfer Students "Admitted by Exception" at California's Public Universities, Various Years



Native Freshmen	Fall 1990 CSU	Fall 1992 CSU	Fall 1988 UC	Fall 1992 UC
5 Year Graduation	7.6	11.0	36.8	40.4
5 Year Persistence	27.4	28.3	9.3	8.9
Graduation & Persistence Rate	35.0	39.3	46.1	49.3

Community College Transfers	Fall 1990 CSU	Fall 1992 CSU	Fall 1988 UC	Fall 1992 UC
3 Year Graduation	13.1	13.5	39.9	39.2
3 Year Persistence	37.7	37.7	16.2	14.7
Graduation & Persistence Rate	50.8	51.2	56.1	53.9

Definition of Measure: Percentage of specially admitted freshmen who graduated or continued within five years and specially admitted community college transfers within three years as reported by the CSU Division of Analytic Studies and the UC Office of Student Academic Services.

Use(s) of Measure: This measure provides an indicator of the proportion of these students who complete their baccalaureate studies within the time periods specified.

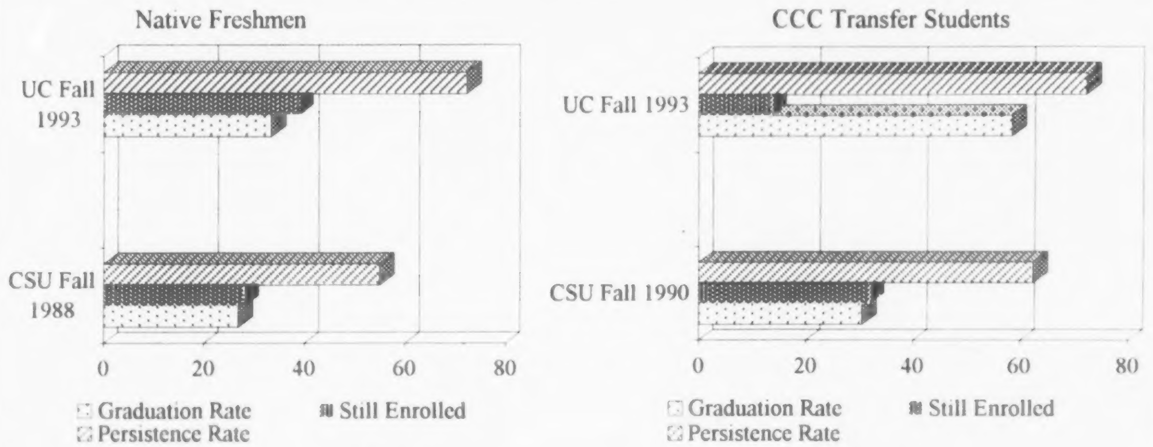
Related Measures: Measure V.A.1.a. provides data on regularly admitted students. Measure V.A.2.b. provides data on first year persistence rates for these students. Measures V.D. provides additional information about degree completion.

Comparison Group: Multi-year data show changes across time and student cohorts.

Analysis: The graduation and persistence rates of students admitted by exception at the State University in Fall 1992 improved among both native freshmen and community college transfer students compared to the rates for students who entered in Fall 1990. At the University of California, these rates for native freshmen admitted by exception who entered in Fall 1992 improved over those who entered in Fall 1988 while both rates declined for community college transfer students.

A.1.c.

Five-Year Persistence Rates of Freshmen with Disabilities and Three-Year Rates for Community College Transfer Students with Disabilities at California's Public Universities, Various Years



Native Freshmen	**Fall 1988 CSU**		**Fall 1993 UC**
5-Year Graduation	26.8	4-Year Graduation	33.4
5-Year Still Enrolled	28.1	4-Year Still Enrolled	38.9
Persistence Rate	54.9	Persistence Rate	72.3
Community College Transfers	**Fall 1990 CSU**		**Fall 1993 UC**
3-Year Graduation -	30.5	3-Year Graduation	58.4
3-Year Still Enrolled	31.9	3-Year Still Enrolled	13.7
Persistence Rate	62.4	Persistence Rate	72.1

Definition of Measure: Percentage of freshmen with disabilities who graduated or continued within five years and community college transfer students with disabilities with three years as reported by the California State University and the University of California

Use(s) of Measure: This measure provides an indicator of the proportion of these students completing their baccalaureate studies within the time periods specified.

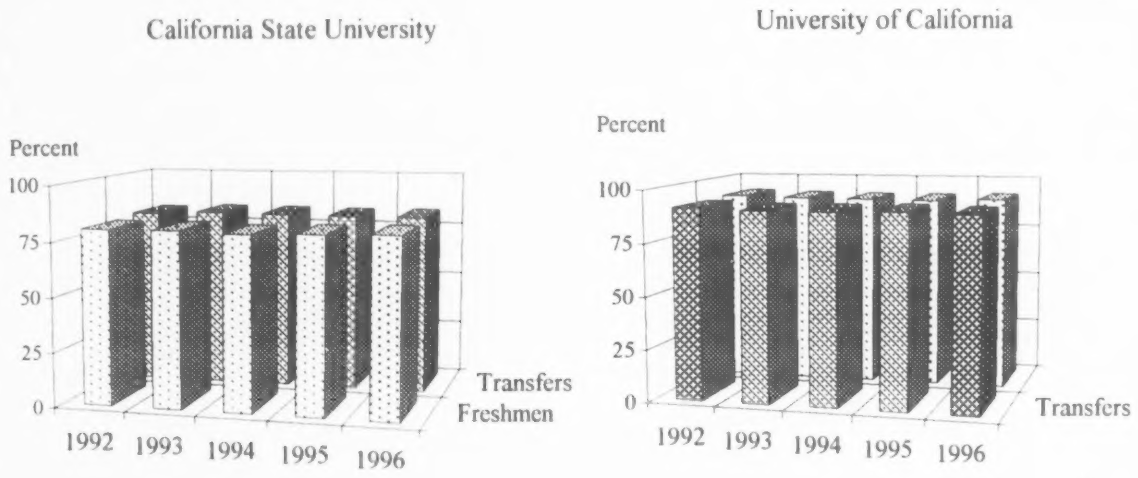
Related Measures: Measure V.A.1.a and 1.b. provide this information for regularly and specially admitted students.

Comparison Group: Currently, the University of California continues to develop these for recent student cohorts.

Analysis: Historically, native freshmen with disabilities had persistence rates similar to all students enrolled at the State University while persistence rates of transfer students with disabilities were somewhat lower than that of all students. New persistence information about these students is needed to determine if improvements in their persistence rates have kept pace with that of their cohorts. The University of California is developing persistence information on students with disabilities. The current four-year persistence rate for freshmen with disabilities is slightly lower than the five-year rate available for all freshmen. The three-year persistence rate of transfer students with disabilities is slightly higher than that of all transfer students.

A.2.a.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students Regularly Admitted, Fall 1992 To Fall 1996


California State University

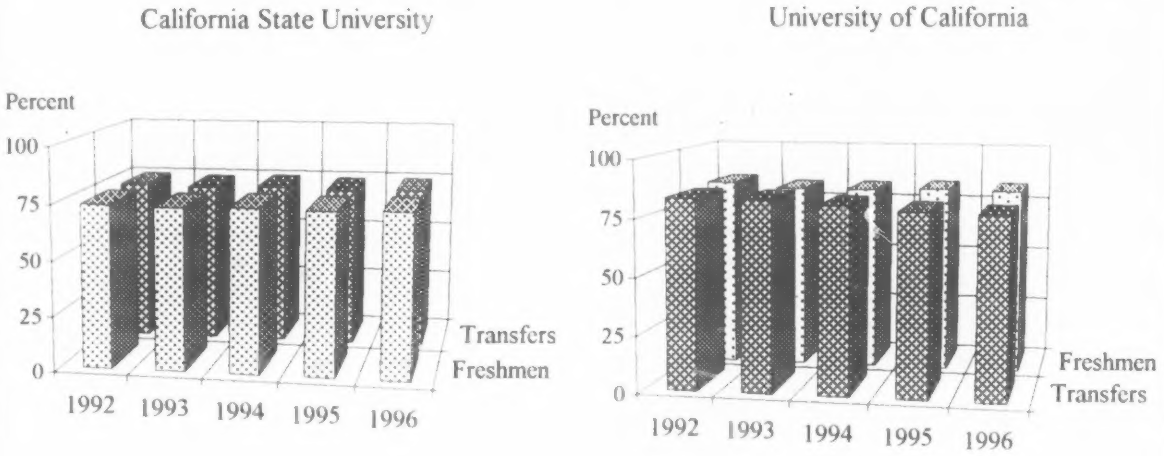
University of California

	California State University					University of California				
	1992	**1993**	**1994**	**1995**	**1996**	**1992**	**1993**	**1994**	**1995**	**1996**
First-time Freshmen	80.2	80.4	79.6	80.4	80.9	92.1	91.5	91.2	91.2	92.0
Community College Transfe	81.9	82.9	82.6	82.4	82.4	91.2	90.4	90.5	91.2	90.5

Definition of Measure:	Percentage of regularly admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering regularly admitted students.
Related Measures:	Measure V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	Both the State University and the University of California posted small increases in the first year persistence rates of new freshmen. The first year persistence rate of new community college transfer students at the State University remained unchanged while this rate of new transfer students at the University declined slightly.

A.2.b.

One-Year Persistence Rates for First-time Freshmen and Community College Transfer Students "Admitted by Exception," Fall 1992 To Fall 1996

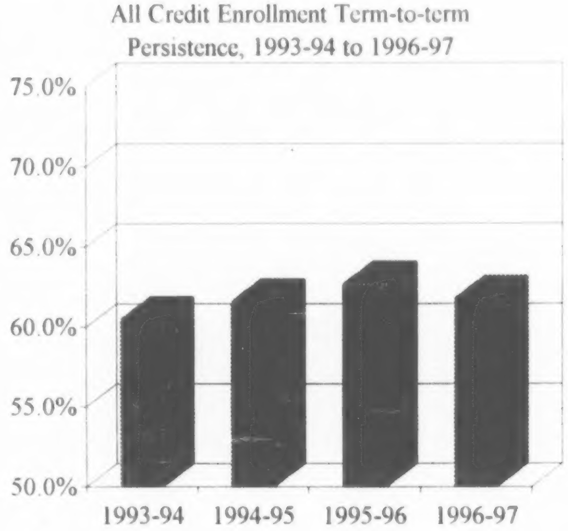


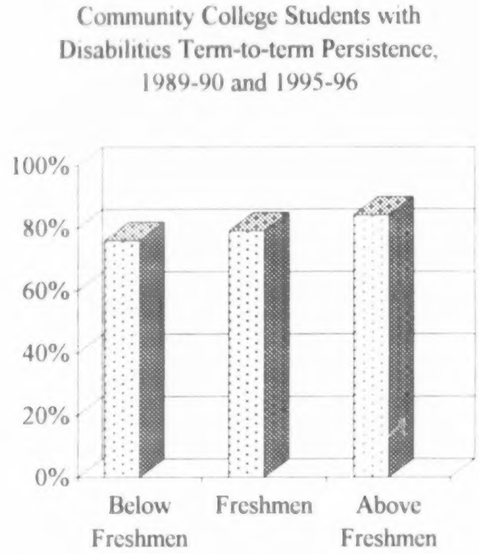
	California State University					University of California				
	1992	1993	1994	1995	1996	1992	1993	1994	1995	1996
First-time Freshmen	72.1	71.8	69.7	72.5	71.2	84.3	82.1	82.1	82.9	82.2
ommunity College Transfers	74.0	73.2	73.9	73.3	73.9	83.3	83.1	81.3	79.2	78.5

Definition of Measure:	Percentage of specially admitted first-time freshmen and community college transfer students who were enrolled one year after matriculation, as reported by the systemwide offices.
Use(s) of Measure:	This measure describes changes in the first-year persistence of successive cohorts of entering specially admitted or admitted by exception students.
Related Measures:	Measures V.A. present five-year graduation and persistence data for these students.
Comparison Group:	This measure presents persistence data for the most recent five-year period reported by the systems.
Analysis:	The first year persistence rates for Fall 1996 freshmen admitted by exception declined at both the State University and at the University of California. While the first year continuation rates of community college transfer students admitted by exception at the State University improved, these rates of transfer students at the University decreased.

A.2.c

Term-to-Term Persistence Rates of All Community College Students Enrolled for Credit and Community College Students with Disabilities, 1993-94 to 1996-97


All Credit Enrollment Term-to-term Persistence, 1993-94 to 1996-97


Community College Students with Disabilities Term-to-term Persistence, 1989-90 and 1995-96

	Term-to-term Persistence*			
	1993-94	1994-95	1995-96	1996-97
All Credit Enrollment	60.5%	61.6 %	62.7 %	61.8 %

	Term-to-term Persistence*	
	1989-90	1996-97
Freshmen	79 %	**Under**
Above Freshmen	84 %	**Revision**
Below Freshmen	76 %	

*As reported under requirements of AB746

Definition of Measure: Community college data are term-to-term persistence rates computed for all students enrolled for credit and for students with disabilities.

Use(s) of Measure: This measure provides an indicator of continuity of enrollment of students at community colleges.

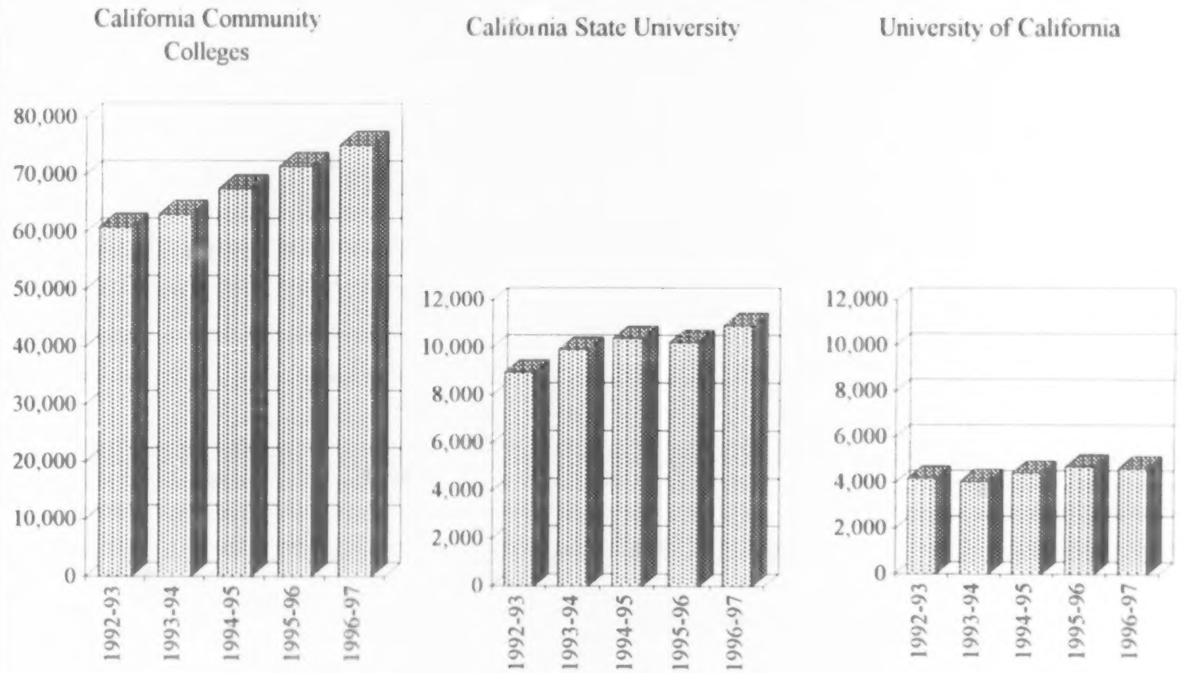
Related Measures: V.A.1. and A.2. show persistence to degree at the State's public universities. This is the only persistence measure currently available for the community colleges.

Comparison Group: Persistence data for all community college credit students are a necessary context for interpreting persistence data for students with disabilities.

Analysis: The term-to-term persistence rate for community college students enrolling for credit decreased slightly in 1996-97 from its level the previous year. However, this rate was larger than the persistence rate in 1994-95. Persistence information about students with disabilities is still under revision.

B.

Number of Students Served by Programs for Students with Disabilities in California Public Postsecondary Education, 1992-93 to 1996-97

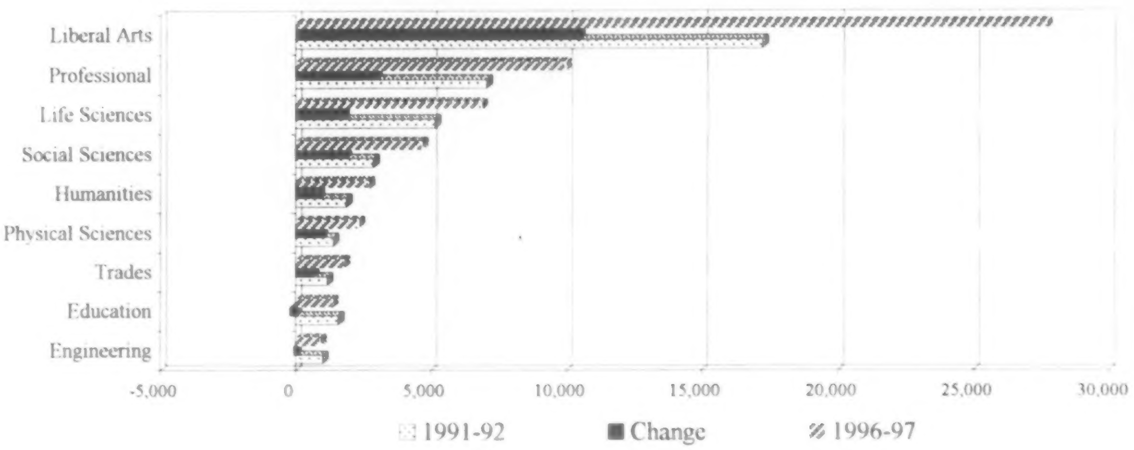


	California Community Colleges		California State University		University of California	
1992-93	60,911		8,968		4,193	
1993-94	63,078	3.6%	9,916	10.6%	4,049	-3.4%
1994-95	67,606	7.2%	10,384	4.7%	4,427	9.3%
1995-96	71,491	13.3%	10,227	-1.5%	4,703	16.2%
1996-97	75,164	11.2%	10,930	6.9%	4,633	-1.5%

Definition of Measure:	Number and percent change of disabled students served by programs for students with disabilities as reported biennually by the systems to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of students with disabilities who seek assistance and are served by programs for students with disabilities.
Related Measures:	Additional data are needed to establish an appropriate reference measure for this indicator.
Comparison Group:	The data are required to be reported only biennually and only in terms of total numbers served.
Analysis:	The California Community Colleges served the largest number of students through their programs for students with disabilities and had the largest increase in number of students served in 1996-97. The number of students served by programs for students with disabilities increased by nearly seven percent at the State University. At the University of California, the number of students served by these programs declined slightly from last year but it remained well above its level two years ago.

C.1.

Associate Degrees Awarded at the California Community Colleges by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97



Associate Degrees by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	1,575	897	943	1,153	1,087	1,379	-196	-12.4 %
Engineering	991	1,187	1,254	934	929	938	-53	-5.3 %
Humanities	1,869	2,664	2,658	2,873	2,438	2,712	843	45.1 %
Life Sciences	5,147	5,870	6,435	6,870	6,758	6,886	1,739	33.8 %
Physical Sciences	1,380	1,742	1,852	2,047	2,120	2,341	961	69.6 %
Professional	7,055	8,672	9,265	9,291	9,522	10,011	2,956	41.9 %
Social Sciences	2,849	4,086	4,377	4,458	4,443	4,688	1,839	64.5 %
Liberal Arts/Interdisplinary Studies	17,221	21,764	24,068	24,692	25,436	27,695	10,474	60.8 %
Trades	1,158	1,380	1,427	1,600	1,635	1,795	637	55.0 %
Total AA Degrees Awarded	40,453	49,692	54,607	54,685	54,368	60,283	19,830	49.0 %
Annual Change		22.8 %	9.9 %	0.1 %	-0.6 %	10.9 %		

Definition of Measure: Number of associate degrees awarded by major discipline by the California Community Colleges, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of associate degrees awarded over the last five years reflecting changes in students' majors.

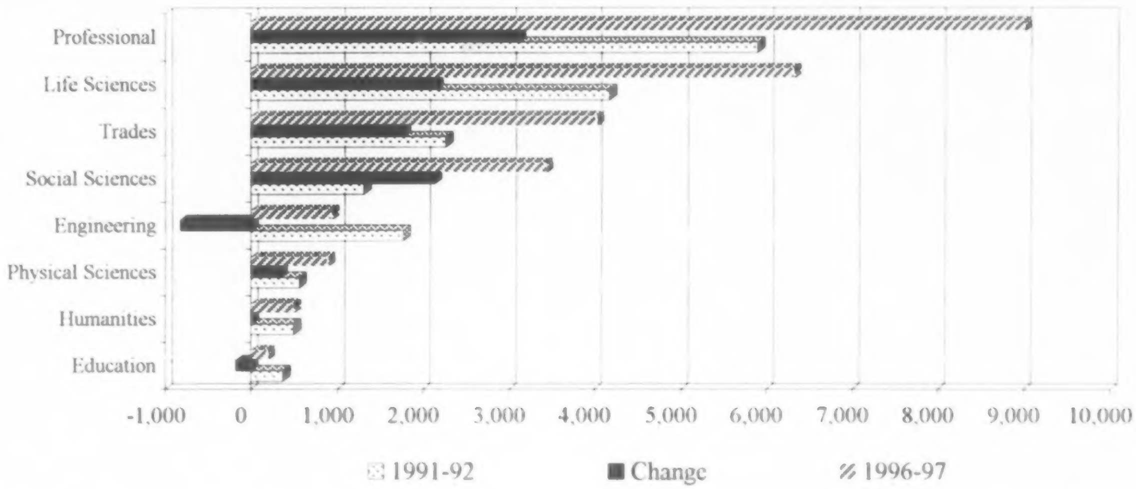
Related Measures: V.C.2. provides information on pre-baccalaureate certificates awarded by the community colleges and V.D., E. and F. provide information about degrees at other levels.

Comparison Group: The five-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of associate degrees awarded by California Community Colleges increased by nearly 11 percent over last year. The number of degrees awarded grew in all discipline areas. Compared to six years ago, degrees awarded increased by 49 percent with Education and Engineering being the only disciplines to award fewer degrees. The largest increase occurred in the Liberal Arts discipline area.

C.2

Pre-Baccalaureate Certificates Awarded at the California Community Colleges by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97

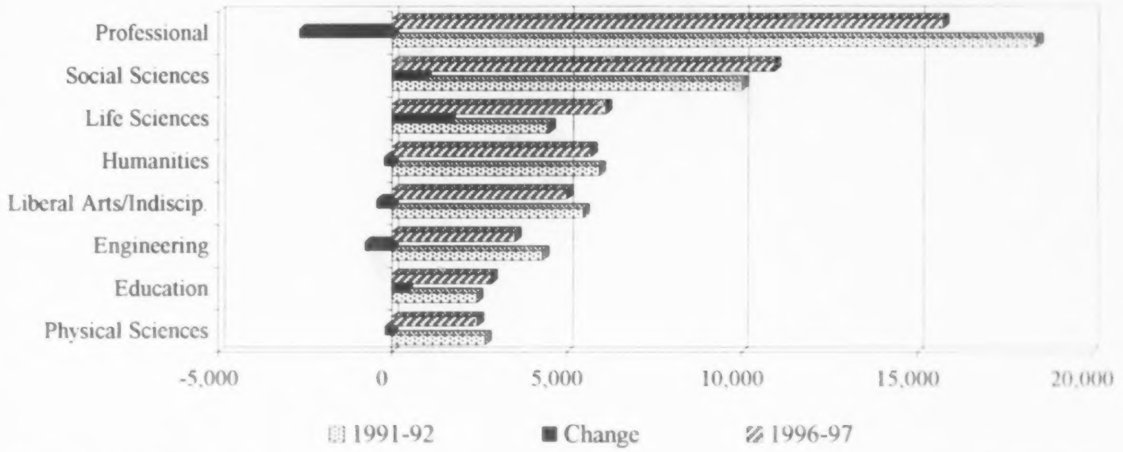


Pre-Baccalaureate Certificates by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	375	295	248	177	167	200	-175	-59.3 %
Engineering and Related Technologi	1,766	1,709	1,922	1,141	1,007	938	-828	-48.4 %
Humanities	496	715	788	457	453	498	2	0.3 %
Life Sciences	4,174	5,391	5,665	5,508	5,714	6,324	2,150	39.9 %
Physical Sciences	558	636	613	764	836	892	334	52.5 %
Professional	5,895	7,342	8,039	8,139	8,393	9,010	3,115	42.4 %
Social Sciences	1,307	2,069	1,588	2,720	3,003	3,438	2,131	103.0 %
Liberal Arts/Interdisplinary Studies	234	132	253	40	61	60	-174	-131.8 %
Trades	2,263	2,822	3,127	3,402	3,705	4,030	1,767	62.6 %
Total Pre-Baccalaureate Certificates	17,068	21,191	22,450	23,746	23,339	25,390	8,322	39.3 %
Annual Change		24.2 %	5.9 %	5.8 %	-1.7 %	8.8 %		

Definition of Measure:	Number of pre-baccalaureate certificates awarded by major discipline by the California Community Colleges, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of certificates awarded over the last five years reflecting changes in students' majors.
Related Measures:	Measure V.C.1. provides information on associate degrees awarded by the California Community Colleges and V.C.1 and C.2. present the same data on baccalaureate degrees.
Comparison Group:	The five-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of pre-baccalaureate certificates awarded by the community colleges increased by nearly nine percent over last year with all discipline areas except Engineering posting increases. Certificates awarded have increased by 39 percent over six years ago with the largest increases occurring in the Life and Social Sciences. Fewer certificates were awarded in Education, Engineering, and the Liberal Arts.

D.1.

Baccalaureate Degrees Awarded at the California State University by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97



Baccalaureate Degrees by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	2,420	2,644	2,513	2,563	2,722	2,829	409	16.9 %
Engineering	4,311	4,407	4,097	4,003	3,833	3,511	-800	-18.6 %
Humanities	5,931	6,174	6,027	5,838	5,814	5,693	-238	-4.0 %
Life Sciences	4,481	4,989	5,332	5,549	5,806	6,102	1,621	36.2 %
Physical Sciences	2,665	2,787	2,648	2,566	2,500	2,445	-220	-8.3 %
Professional	18,399	18,489	18,193	17,056	16,173	15,707	-2,692	-14.6 %
Social Sciences	9,987	10,661	11,181	10,824	10,962	10,919	932	9.3 %
Liberal Arts/Interdisciplinary Studic	5,471	5,514	5,367	5,108	5,009	5,007	-464	-8.5 %
Baccalaureates Awarded	53,665	55,665	55,358	53,507	52,819	52,213	-1,452	-2.7 %
Annual Change		3.7 %	-0.6 %	-3.3 %	-1.3 %	-1.1 %		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the California State University, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of baccalaureate degrees earned over the last six years reflecting changes in students' majors.

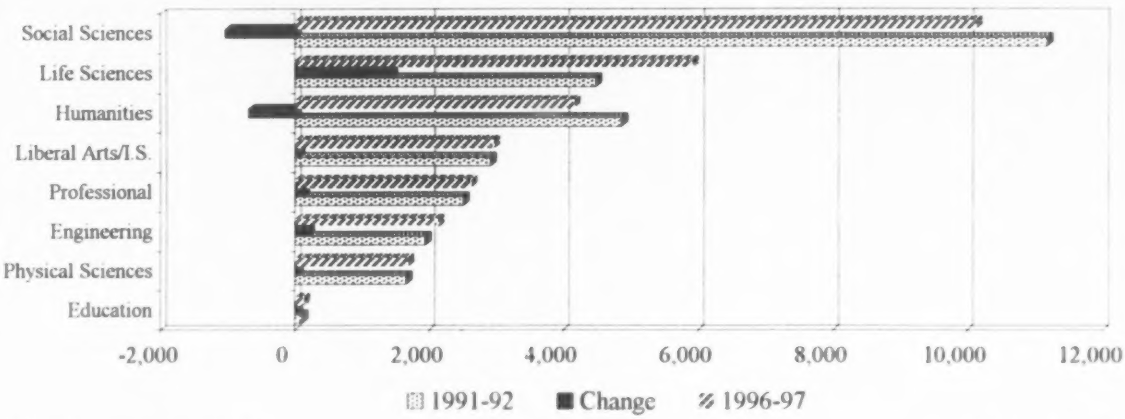
Related Measures: Measure V.D.2. provides this same information for baccalaureates earned at the University of California and V.E.1 and E.2. present the same data on Masters degrees.

Comparison Group: The six-year span provides information on two relatively different student cohorts while the major discipline groups show trends within similar subject areas.

Analysis: The number of baccalaureate degrees awarded by the State University in 1996-97 declined by 1,452 -- the third year that bachelor degree production dropped. This slump was an echo of enrollment declines earlier in this decade. The largest decreases occurred in the professional degree fieldsand engineering. Contrary to this overall trend, the number of degrees in the life sciences, social sciences, and education increased.

D.2.

Baccalaureate Degrees Awarded at the University of California by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97

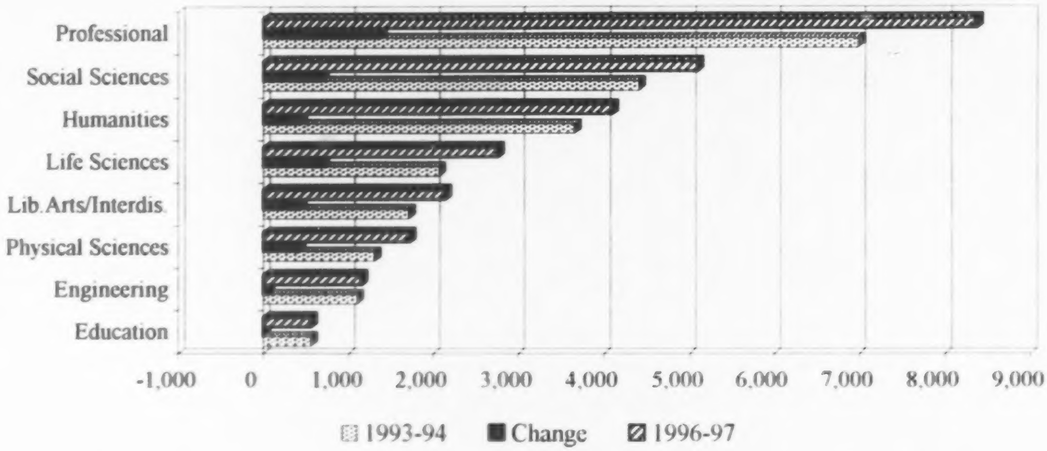


Baccalaureate Degrees by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	112	133	134	152	142	142	30	26.8 %
Engineering	1,937	2,168	2,078	2,160	2,092	2,135	198	10.2 %
Humanities	4,862	5,217	4,955	4,541	4,313	4,168	-694	-14.3 %
Life Sciences	4,481	4,841	5,256	5,503	5,770	5,918	1,437	32.1 %
Physical Sciences	1,658	1,694	1,604	1,568	1,674	1,692	34	2.1 %
Professional	2,503	2,700	2,996	2,325	2,641	2,625	122	4.9 %
Social Sciences	11,171	11,255	10,903	10,323	10,308	10,130	-1,041	-9.3 %
Liberal Arts/Indiscp. Studie	2,907	3,122	2,850	3,125	2,781	2,961	54	1.9 %
Baccalaureates Awarded	29,631	31,130	30,776	29,700	29,721	29,772	141	0.5 %
Annual Change		5.1 %	-1.1 %	-3.5 %	0.1 %	0.2 %		

Definition of Measure:	Number of baccalaureate degrees awarded by major discipline by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of baccalaureate degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.D.1. provides this same information for baccalaureates earned at the California State University and V.E.1 and E.2. present the same data on Masters degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of baccalaureate degrees awarded by the University in 1996-97 was about the same as the previous year but well below its peak number in 1992-93. Over the last six years, a major shift in the distribution of degress across major discipline areas occurred. Substantial increases in Life Science baccalaureates occurred with smaller increases in Engineering and Professional fields. This growth was almost offset by delines in degrees awarded in the Social Sciences and Humanities.

D.3.

Baccalaureate Degrees Awarded at the California Independent Colleges and Universities, by Discipline, 1993-94 to 1996-97, with Change Between 1993-94 and 1996-97



Baccalaureate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	Change from 1994 to 1997	
Professional	6,987	8,258	8,585	8,356	1,369	16.6%
Social Sciences	4,405	5,016	5,063	5,084	679	13.5%
Humanities	3,658	3,814	3,338	4,086	428	11.2%
Life Sciences	2,068	2,261	2,439	2,754	686	30.3%
Liberal Arts/Interdisciplinary	1,706	1,634	1,961	2,127	421	25.8%
Engineering	1,096	1,194	1,287	1,142	46	3.9%
Physical Sciences	1,299	1,630	1,580	1,707	408	25.0%
Education	556	647	572	550	-6	-0.9%
Total Baccaluareate Degrees Awarded	**21,775**	**24,454**	**24,825**	**25,806**	4,031	16.5%
Annual Change		12.3%	1.5%	4.0%		

Definition of Measure: Number of baccalaureate degrees awarded by major discipline by the independent colleges and universities in California, as reported to the Commission.

Use(s) of Measure: This measure describes the disciplines in which baccalaureate degrees were awarded by independent institutions as an indicator of students career interest.

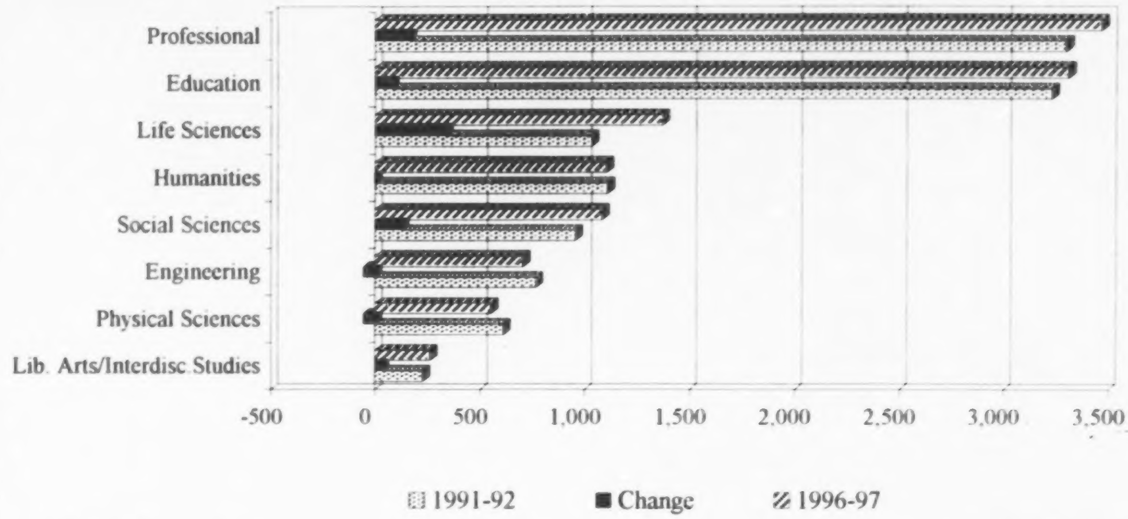
Related Measures: Measure V.D.1. and 2. provides this same information for baccalaureates earned at the public universities and V.E. 3 shows the same information for Masters degrees..

Comparison Group: The four-year trend data provide a view of changes in degrees earned by discipline.

Analysis: The number of baccalaureate degrees awarded by independent colleges and universities in 1996-97 increased by 4 percent over last year. All discipline areas except Engineering posted increases. Degrees increased by 16.5 percent over four years ago with only Education posting fewer degrees in the current year compared to 1993-94

E.1.

Master's Degrees Awarded at the California State University by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97

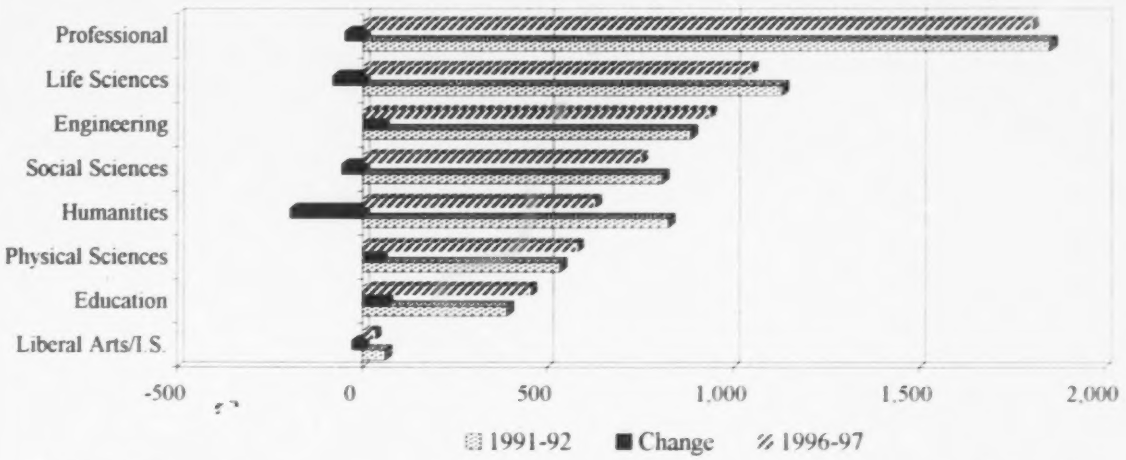


Masters Degrees by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	3,229	3,493	3,601	3,327	3,236	3,308	79	2.4 %
Engineering and Related Technologi	765	902	890	765	823	705	-60	-7.8 %
Humanities	1,109	1,322	1,221	1,158	1,103	1,103	-6	-0.5 %
Life Sciences	1,034	1,152	1,460	1,301	1,349	1,370	336	32.5 %
Physical Sciences	610	597	595	534	656	550	-60	-9.8 %
Professional	3,298	3,630	3,562	3,605	3,437	3,461	163	4.9 %
Social Sciences	956	1,077	1,089	1,082	1,185	1,083	127	13.3 %
Liberal Arts/Interdisciplinary Studie	228	274	260	308	310	261	33	14.5 %
Total Masters Degrees Awarded	11,264	12,447	12,678	12,080	12,099	11,841	577	5.1 %
Annual Change		10.5 %	1.9 %	-4.7 %	0.2 %	-2.1 %		

Definition of Measure:	Number of Masters degrees awarded by major discipline by the California State University, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.E.2. provides this same information for Masters degrees awarded at the University of California and V.D.1 and D.2. present the same data on baccalaureate degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	The number of Masters degrees awarded by the State University declined about 2 percent from the previous year but was 5 percent over the their level six years ago. Over that period, the largest increases occurred in the Life Sciences, with Professional fields and Social Sciences also posting some growth. Declines in Masters degrees awarded occurred in Engineering fields and the Physical Sciences.

E.2.

Master's Degrees Awarded at the University of California by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97

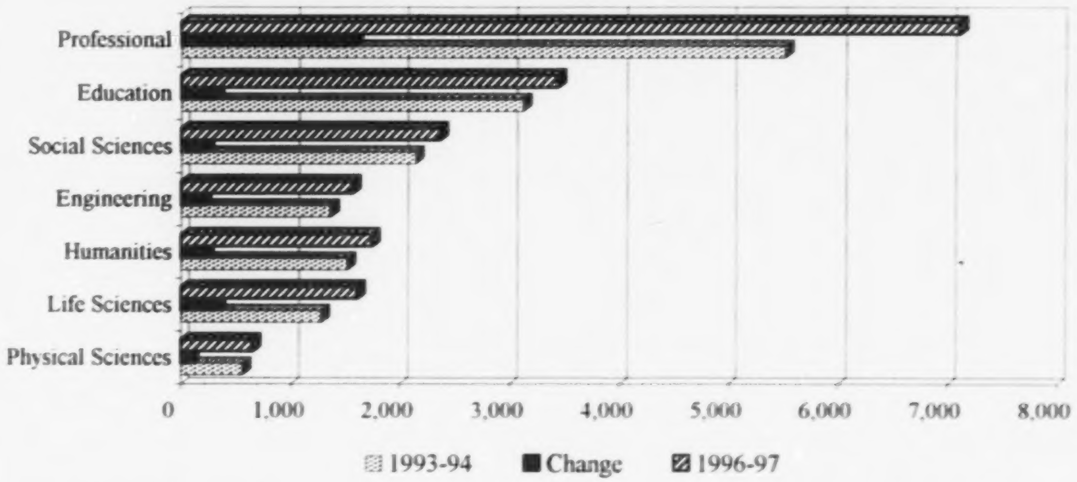


Masters Degrees by Major Discipline Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	392	390	390	346	466	456	64	16.3 %
Engineering	885	965	1,012	980	952	937	52	5.9 %
Humanities	826	720	770	647	661	630	-196	-23.7 %
Life Sciences	1,131	1,118	1,114	1,124	1,059	1,049	-82	-7.3 %
Physical Sciences	535	586	616	553	548	582	47	8.8 %
Professional	1,852	1,739	1,818	1,600	1,600	1,802	-50	-2.7 %
Social Sciences	810	833	906	797	756	753	-57	-7.0 %
Liberal Arts/Indiscp. Studie	62	66	19	60	76	34	-28	-45.2 %
Total MA Degrees Awarded	6,493	6,417	6,645	6,109	6,118	6,245	-248	-3.8 %
Annual Change		-1.2 %	3.6 %	-8.1 %	0.1 %	2.1 %		

Definition of Measure:	Number of Masters degrees awarded by major discipline by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of Masters degrees awarded over the last six years reflecting changes in students' majors.
Related Measures:	Measure V.E.1. provides this same information for Masters degrees awarded at the California State University and V.D.1 and D.2. present the same data on baccalaureate degrees.
Comparison Group:	The six-year span provides information on different student cohorts while the major discipline groups show trends within similar subject areas.
Analysis:	While the number of Masters degrees awarded by the University in 1996-97 increased by 2 percent over the previous year, they were nearly 4 percent below their level six years ago. Masters degress in most disciplines decreased over this period with the largest drop occurring in the Humanities. Only Masters degrees awarded in Education, Engineering and the Physical Sciences increased over their levels six years earlier.

E.3.

Master's Degrees Awarded at the California Independent Colleges and Universities by Discipline, 1993-94 and 1996-97, with Change Between 1993-94 and 1996-97

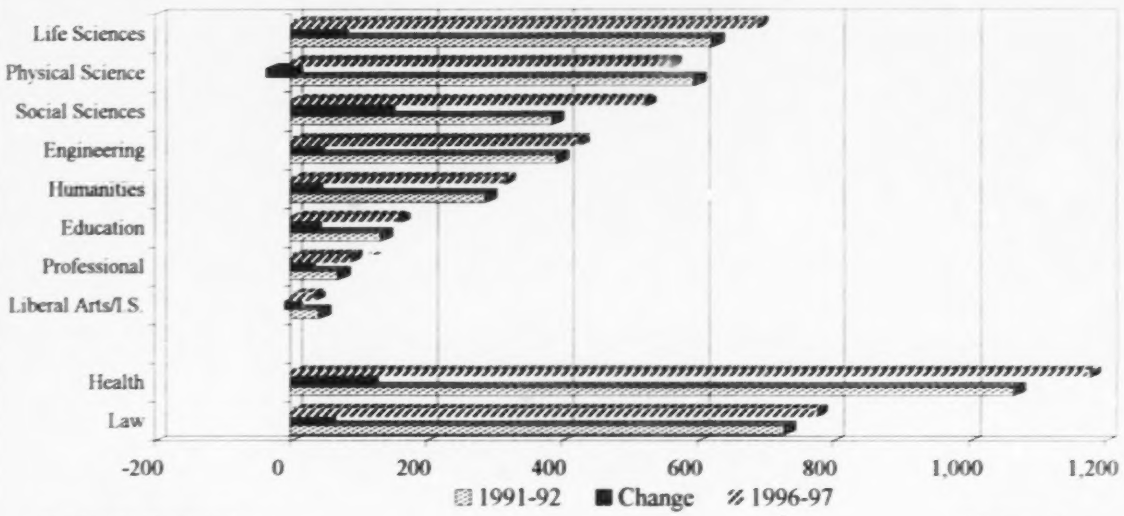


Masters Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	Change from 1994 to 1997	
Professional	5,518	7,166	7,190	7,100	1,582	22.1%
Education	3,126	3,435	3,645	3,435	309	9.0%
Social Sciences	2,143	2,141	2,258	2,359	216	10.1%
Engineering	1,366	1,767	1,689	1,558	192	10.9%
Humanities	1,521	1,759	1,521	1,737	216	12.3%
Life Sciences	1,283	1,728	1,442	1,605	322	18.6%
Physical Sciences	559	836	804	645	86	10.3%
Liberal Arts/Interdiscip.	108	166	200	264	156	94.0%
Total Masters Degrees Awarded	**15,624**	**18,998**	**18,749**	**18,703**	3,079	16.2%
Annual Change		21.6%	-1.3%	-0.2%		

Definition of Measure:	Number of Masters degrees awarded by major discipline by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which Masters degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measure V.E.1. and 2. provides this same information for Masters degrees awarded at the public universities and V.D.3 present the same data on baccalaureate degrees.
Comparison Group:	The four-year trend data provide a view of changes in degrees earned by discipline.
Analysis:	The number of Masters degrees awarded by independent colleges and universities declined very slightly from last year's level but it was 16 percent more than the number of degrees awarded four years ago. While the degrees awarded in all disciplines increased over their level four years ago, only Humanities, Life and Social Sciences, and the Liberal Arts degrees increased over last year.

F.1.

Doctoral and First Professional Degrees Awarded at the University of California by Discipline, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97

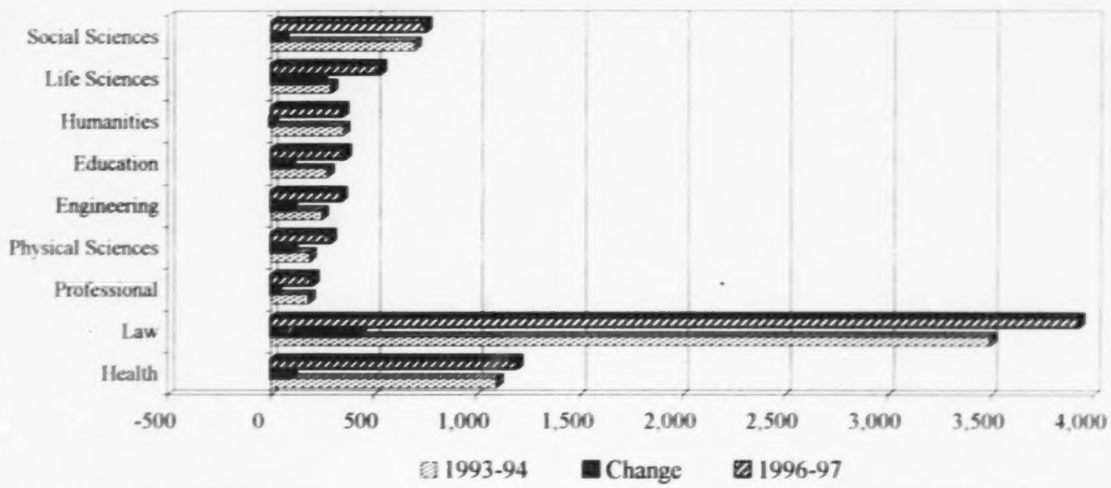


Doctorate Degrees by Major Displine Areas	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Education	133	141	143	165	155	160	27	20.3 %
Engineering	393	445	455	434	453	424	31	7.9 %
Humanities	287	283	324	307	318	316	29	10.1 %
Life Sciences	621	642	691	700	693	687	66	10.6 %
Physical Sciences	595	587	623	578	570	559	-36	-6.1 %
Professional	70	90	85	84	82	88	18	25.7 %
Social Sciences	386	456	456	504	408	521	135	35.0 %
Liberal Arts/Indiscp. Studie	42	31	50	42	45	34	-8	-19.0 %
Total Doctorates Awarded	2,527	2,675	2,827	2,814	2,724	2,789	262	10.4 %
Annual Change		5.9 %	5.7 %	-0.5 %	-3.2 %	2.4 %		
First Professional Degrees								
Health Professions /	1,065	1,063	1,131	1,066	955	1,176	111	10.4 %
Law	728	785	669	737	757	776	48	6.6 %

Definition of Measure:	Number of doctorates by major discipline and first professional degrees in health and law awarded by the University of California, as reported to the Commission.
Use(s) of Measure:	This measure describes changes in the numbers of doctorates and first professional degrees awarded over the last six years reflecting changes in student choice and opportunities.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	This six-year span provides information on different cohorts of doctoral students while the discipline groups show trend data across disciplines.
Analysis:	Reversing a two year trend, the number of doctorates and first professional degrees awarded by the University increased in 1996-97. The increase was driven almost exclusively by a large large increase in the doctorates awarded in the Social Sciences and the first professional Health Science degrees. Compared to six years ago, only doctorates in the Physical Sciences declined.

F.2.

Doctorate and Professional Degrees Awarded at California Independent Colleges and Universities By Discipline, 1993-94 and 1996-97, with Change Between 1993-94 and 1996-97

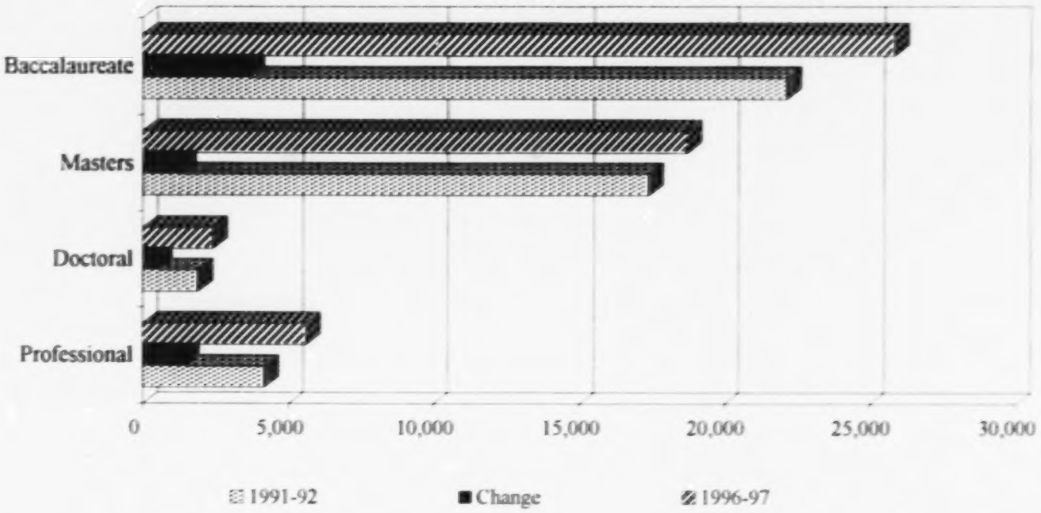


Doctorate Degrees by Major Discipline Areas	1993-94	1994-95	1995-96	1996-97	Change from 1994 to 1997	
Social Sciences	701	708	608	750	49	6.9%
Education	274	356	360	355	81	22.8%
Engineering	245	338	333	337	92	27.2%
Humanities	349	373	376	341	-8	-2.1%
Physical Sciences	189	316	263	283	94	29.7%
Professional	182	148	186	198	16	10.8%
Life Sciences	291	200	311	527	236	118.0%
Liberal Art/Interdisciplinary	15	10	8	22	7	70.0%
Total Doctorates Awarded	**2,246**	**2,449**	**2,445**	**2,813**	567	23.2%
Professional Degrees						
Health Professional	1,100	1,365	1,193	1,360	260	19.0%
Law Professional	3,494	4,044	3,923	4,088	594	14.7%

Definition of Measure:	Number of doctorates by major discipline and first professional degrees awarded by independent colleges and universities, as reported to the Commission.
Use(s) of Measure:	This measure describes the disciplines in which doctorates and first professional degrees were awarded by independent institutions as an indicator of students career interest.
Related Measures:	Measures V.D and V.E. reflect changes in degrees earned in these disciplines at the baccalaureate and Masters levels.
Comparison Group:	The two-year trend data provide a preliminary view of students' majors that will be supplemented as consistent data become available.
Analysis:	While overall the number of doctorates and first profess degrees awarded by independent colleges and universities increased over last year, fewer doctorates were awarded in Education and the Humanities. The number of doctorates and first professional degrees grew by 19 percent over four years ago. Only in Humanities were fewer degrees awarded in 1996-97 than in 1993-94

G.

Degrees Awarded at the California Independent Colleges and Universities, 1991-92 to 1996-97, with Change Between 1991-92 and 1996-97



Degrees by Level	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	Change from 1992 to 1997	
Baccalaureate	22,150	21,308	23,716	24,454	24,825	25,806	3,656	16.5 %
Masters	17,378	17,834	17,944	18,998	18,749	18,703	1,325	7.6 %
Doctoral	1,878	2,133	2,246	2,449	2,445	2,384	506	26.9 %
Professional*	4,157	4,195	4,594	5,409	5,116	5,593	1,436	34.5 %

* Medicine, Law and Theology

Definition of Measure: Number of degrees awarded by level by 70 California independent colleges and universities, as reported to the Commission.

Use(s) of Measure: This measure describes changes in the numbers of degrees awarded over the last six years at these 70 AICCU institutions.

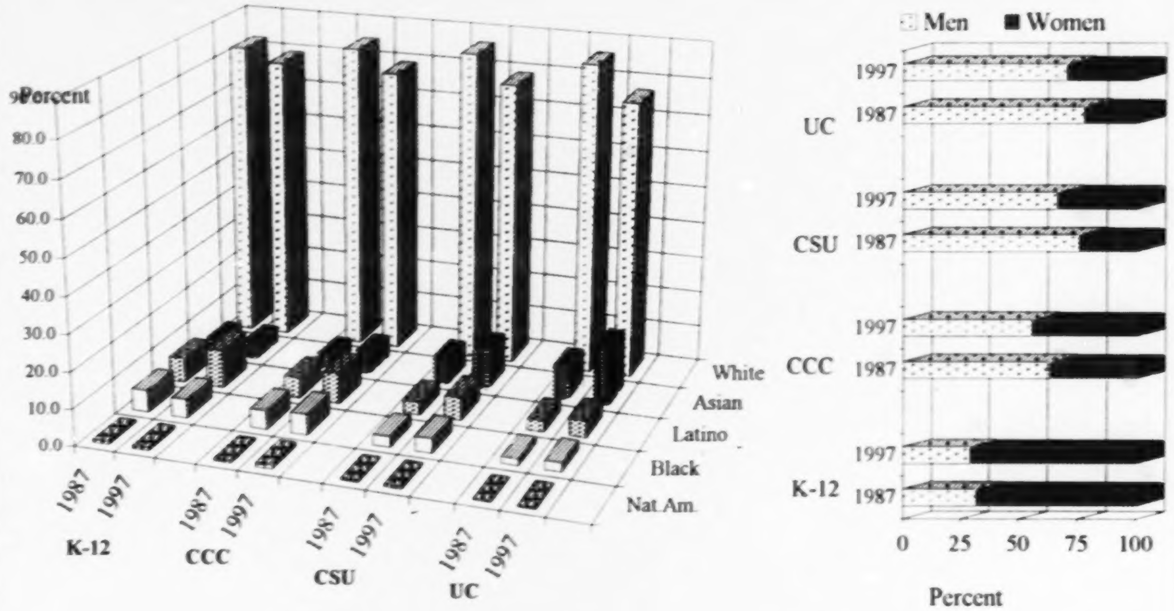
Related Measures: Measure V.D.1 to E.2. provides this same information for public postsecondary education.

Comparison Group: The six-year span provides information on two relatively different student cohorts.

Analysis: The number of degrees awarded by independent colleges and universities grew substantially over the last six years. The largest proportional growth occurred in doctorates and first professional degrees but the contribution of new baccalaureate degree earners from these institutions has also expanded considerably.

H.

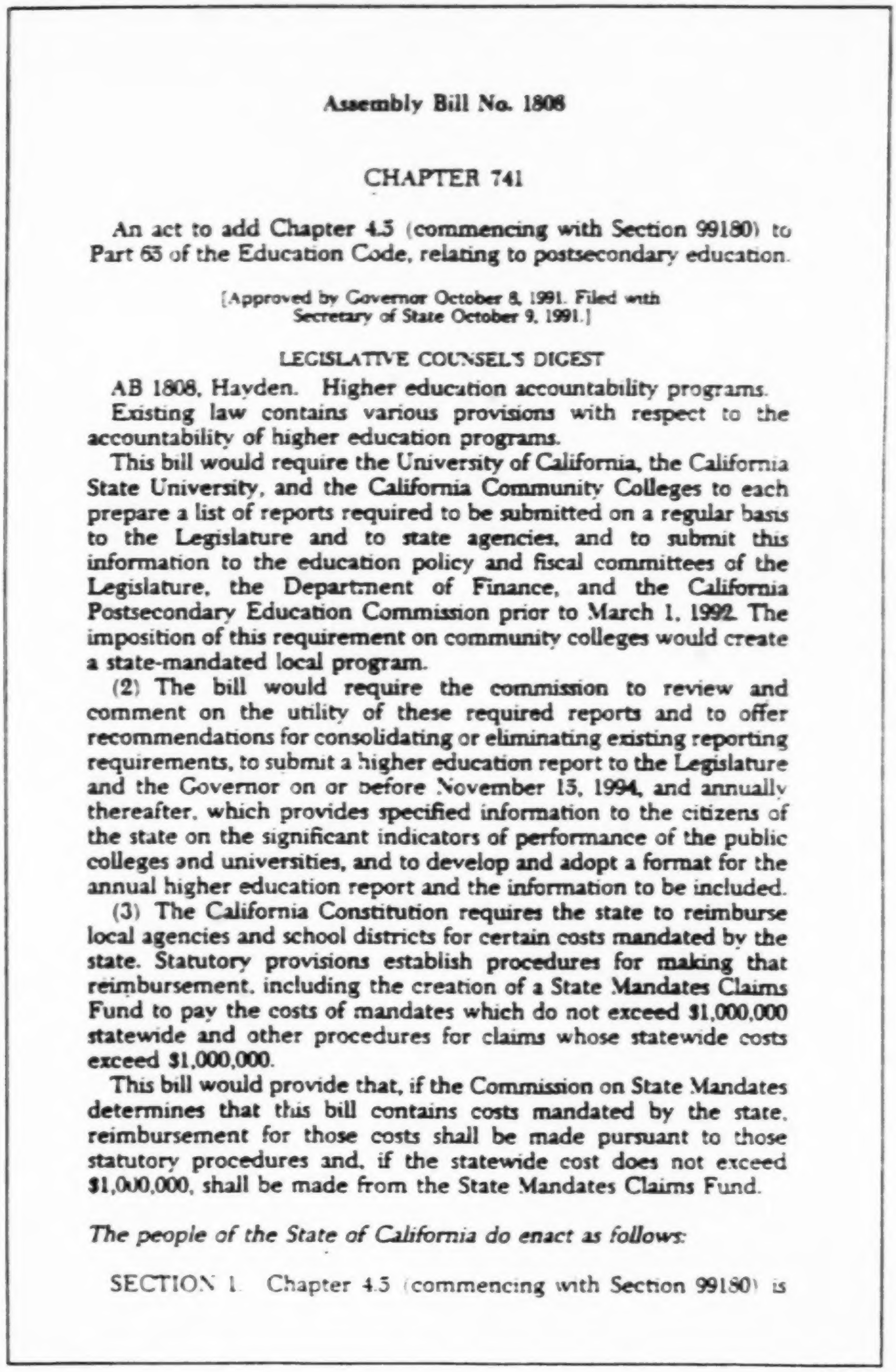
Composition of Full-time Instructional Faculty in California Public Education, 1987 and 1997



	K-12 Public Schools		California Community Colleges		California State University		University of California	
	1987	1997	1987	1997	1987	1997	1987	1997
Men	31.7	28.4	62.9	55.2	75.2	66.2	77.5	69.0
Women	68.3	71.6	37.1	44.8	24.8	33.8	22.5	31.0
Asian	4.2	4.7	3.9	6.1	7.3	10.9	9.2	16.3
Black	6.1	5.1	5.2	5.7	2.8	3.9	1.8	2.4
Latino	6.9	10.6	5.8	8.5	3.6	6.3	3.1	4.6
Native America	0.8	0.8	0.6	1.1	0.5	0.6	0.2	0.3
White	82.2	78.8	84.5	78.6	85.8	78.3	85.7	76.4

Definition of Measure:	Gender and racial/ethnic composition of full-time instructional faculty at the State's public schools, colleges, and universities as reported by each system.
Use(s) of Measure:	This measure describes changes in the gender and recial/ethnic composition of the faculties of the State's public institutions of education.
Related Measures:	Measure I.B. describes the composition of the State's population and Measures III.A. and IV.B. provide a comparison with the composition of the student populations served.
Comparison Group:	Changes in faculty composition over a five-year period of time shows trends.
Analysis:	Over the past ten years, women expanded their presence among full-time faculty in all public education systems; in K-12, they exceeded 71 percent of all faculty. While faculty from other racial-ethnic groups increased, White faculty members continued to comprise over three-quarters of the faculty in all public systems. Asian and Latino faculty have had the greatest growth.

APPENDIX: AB 1808 (Chapter 741, Statutes of 1991)



Assembly Bill No. 1808

CHAPTER 741

An act to add Chapter 4.5 (commencing with Section 99180) to Part 65 of the Education Code, relating to postsecondary education.

[Approved by Governor October 8, 1991. Filed with Secretary of State October 9, 1991.]

LEGISLATIVE COUNSEL'S DIGEST

AB 1808, Hayden. Higher education accountability programs.

Existing law contains various provisions with respect to the accountability of higher education programs.

This bill would require the University of California, the California State University, and the California Community Colleges to each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies, and to submit this information to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission prior to March 1, 1992. The imposition of this requirement on community colleges would create a state-mandated local program.

(2) The bill would require the commission to review and comment on the utility of these required reports and to offer recommendations for consolidating or eliminating existing reporting requirements, to submit a higher education report to the Legislature and the Governor on or before November 15, 1994, and annually thereafter, which provides specified information to the citizens of the state on the significant indicators of performance of the public colleges and universities, and to develop and adopt a format for the annual higher education report and the information to be included.

(3) The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement, including the creation of a State Mandates Claims Fund to pay the costs of mandates which do not exceed $1,000,000 statewide and other procedures for claims whose statewide costs exceed $1,000,000.

This bill would provide that, if the Commission on State Mandates determines that this bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to those statutory procedures and, if the statewide cost does not exceed $1,000,000, shall be made from the State Mandates Claims Fund.

The people of the State of California do enact as follows:

SECTION 1. Chapter 4.5 (commencing with Section 99180) is

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added to Part 65 of the Education Code, to read:

CHAPTER 4.5. HIGHER EDUCATION ACCOUNTABILITY PROGRAM

99180. (a) It is the intent of the Legislature that demonstrable improvements in student knowledge, capacities, and skills between entrance and graduation be publicly announced and available, and that these improvements be achieved efficiently through the effective use of student and institutional resources of time, effort, and money.

(b) It is further the intent of the Legislature that public and private institutions of higher education express expectations of student performance in a manner that is clear to students.

(c) It is further the intent of the Legislature that existing accountability requirements be strengthened through the elimination of unnecessary and redundant reports submitted by the educational institutions to various state agencies. The elimination of these unnecessary reports will save money and allow the institutions to focus their efforts on only the most important reporting requirements.

99181. The University of California, the California State University, and the California Community Colleges shall each prepare a list of reports required to be submitted on a regular basis to the Legislature and to state agencies. The purpose of each report shall be identified, as well as the costs associated with production of the report. Prior to March 1, 1992, this information shall be submitted to the education policy and fiscal committees of the Legislature, the Department of Finance, and the California Postsecondary Education Commission. The California Postsecondary Education Commission shall review and comment on the utility of the required reports identified by the educational institutions, and offer recommendations for consolidating or eliminating existing reporting requirements in order to reduce operating expenses and streamline reporting provisions.

99182. (a) On or before November 15, 1994, and each November 15 thereafter, the California Postsecondary Education Commission shall submit a higher education report to the Legislature and the Governor which provides information to the citizens of the state on the significant indicators of performance of the public colleges and universities. This annual report shall be presented in a readable format. Prior to publication, the commission shall distribute a draft of the report to all public colleges and universities for comment.

(b) The commission, in cooperation with the public colleges and universities, shall develop and adopt a format for the higher education report specified in subdivision (a) and the information to be included. The following types of information shall be considered for inclusion in the report with respect to public universities:

(1) The retention rate of students.

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(2) The proportion of lower division instructional courses taught by tenured and tenure-track faculty.

(3) The minimum number of hours per semester required to be spent by faculty in student advisement.

(4) The proportion of graduate and undergraduate students participating in sponsored research programs.

(5) Placement data on graduates.

(6) The proportional changes in the participation and graduation rates of students from groups historically underrepresented in higher education.

(7) The proportion of graduate students who received undergraduate degrees (A) at the institution, (B) within the state, (C) within the United States, and (D) from other nations.

(8) The number of full-time students who have transferred from a California community college.

(9) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(10) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

(c) The following types of information shall be considered for inclusion in the report with respect to public community colleges:

(1) The retention rate of students.

(2) The proportion of remedial or developmental education courses taught by full-time faculty.

(3) The number of hours per student per semester spent by faculty in student advisement.

(4) Placement data on graduates.

(5) The proportional change in the participation and graduation rate of students from groups historically underrepresented in higher education.

(6) The number of students who have transferred into a four-year, postsecondary institution, by ethnicity and gender.

(7) Demonstrable evidence of improvements in student knowledge, capacities, and skills between entrance and graduation, where this evidence exists.

(8) Results of surveys of students regarding student attitudes and experiences, where these surveys exist.

SEC. 2. Notwithstanding Section 17610 of the Government Code, if the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code. If the statewide cost of the claim for reimbursement does not exceed one million dollars ($1,000,000), reimbursement shall be made from the State Mandates Claims Fund. Notwithstanding Section 17580 of the Government Code, unless otherwise specified in this act, the provisions of this act shall become operative on the same date that the act takes effect pursuant to the California Constitution.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 16 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. Five others represent the major segments of postsecondary education in California. Two student members are appointed by the Governor.

As of December 1998, the Commissioners representing the general public are:

Guillermo Rodriguez, Jr., San Francisco; *Chair*
Melinda G. Wilson, Torrance; *Vice Chair*
Mim Andelson, Los Angeles
Alan S. Arkatov, Los Angeles
Henry Der, San Francisco
Lance Izumi, San Francisco
Kyo "Paul" Jhin, Malibu
Bernard Luskin, Encino
Jeff Marston, San Diego

Representatives of the segments are:

Kyhl Smeby, Pasadena; appointed by the Governor to represent the Association of Independent California Colleges and Universities;

Joe Dolphin, San Diego; appointed by the Board of Governors of the California Community Colleges;

Gerti Thomas, Albany; appointed by the California State Board of Education;

Ralph Pesqueira, San Diego; appointed by the Trustees of the California State University; and

Carol Chandler, Santa Clara; appointed by the Regents of the University of California.

The two student representatives are:

Jacqueline A. Benjamin, Westminster
Darren Guerra, Rancho Cucamonga

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory body to the Legislature and Governor, the Commission does not govern or administer any institutions, nor does it approve, authorize, or accredit any of them. Instead, it performs its specific duties of planning, evaluation, and coordination by cooperating with other State agencies and non-governmental groups that perform those other governing, administrative, and assessment functions.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it discusses and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of Executive Director Warren Halsey Fox, Ph.D., who is appointed by the Commission.

Further information about the Commission and its publications may be obtained from the Commission offices at 1303 J Street, Suite 500, Sacramento, California 98514-2938; telephone (916) 445-7933.

PERFORMANCE INDICATORS OF CALIFORNIA HIGHER EDUCATION, 1998

Commission Report 98-8

ONE of a series of reports published by the California Postsecondary Education Commission as part of its planning and coordinating responsibilities. Summaries of these reports are available on the Internet at http://www.cpec.ca.gov. Single copies may be obtained without charge from the Commission at 1303 J Street, Suite 500, Sacramento, California 95814-2938. Recent reports include:

1997

97-6 *California Postsecondary Education Commission Workplan, 1996 Through 2000 (1997 Update)* (June 1997)

97-7 *Student Profiles, 1997: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (August 1997)

97-8 *Fiscal Profiles, 1997: The Seventh in a Series of Factbooks About the Financing of California Higher Education* (October 1997)

97-9 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities: A Report of the California Postsecondary Education Commission* (December 1997)

97-10 *Eligibility of California's 1996 High School Graduates for Admission to the State's Public Universities -- Executive Summary: A Report of the California Postsecondary Education Commission* (December 1997)

1998

98-1 *A Master Plan for Higher Education in California, 1960-1975* (April 1998)

98-2 *Performance Indicators of California Higher Education, 1997: The Fourth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (April 1998)

98-3 *Fiscal Profiles, 1998: The Eighth in a Series of Factbooks About the Financing of California Higher Education* (December 1998)

98-4 *Student Profiles, 1998: The Latest in a Series of Annual Factbooks About Student Participation in California Higher Education* (December 1998)

98-5 *Toward a Greater Understanding of the State's Educational Equity Policies, Programs, and Practices* (December 1998)

98-6 *The Condition of Higher Education in California, 1998* (December 1998)

98-7 *The Commission's Workplan, 1999 and Beyond* (December 1998)

98-8 *Performance Indicators of California Higher Education, 1998: The Fifth Annual Report to California's Governor, Legislature, and Citizens in Response to Assembly Bill 1808 (Chapter 741, Statutes of 1991)* (December 1998)

PEFORMANCE INDICATORS OF CALIFORNIA
HIGHER EDUCATION, 1998

Commission
Report 98-8